

THE THIRD REPORT
OF THE
MANCHESTER
MODEL SECULAR SCHOOL,

JANUARY, 1859.

“The Government plan of education (if it can be called a ‘plan’) has all the defects of an usurpation. It only spreads where it is received; for its reception it requires not only good will but wealth. The Gospel was preached to the poor; but Parliament only educates those who can afford partly to educate themselves. We give light to the enlightened, and leave the blind in total darkness. The thousands that swarm in the streets of our great cities, and the other thousands that are early absorbed in hard labour, we leave to take care of themselves.”—
The Times.

MANCHESTER:
CAVE & SEVER, PRINTERS, PALATINE BUILDINGS, HUNT'S BANK.
1859.

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For the use of Elementary Schools,

BY BENJAMIN TEMPLAR,

Head Master of the Manchester Model Secular School.

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REPORT, &c.

THE special topics calling for remark in the present report are—

I. The Financial history, condition, and prospects of the School.

II. The Public Examination of the Scholars on the 9th June last.

III. The correspondence with the Committee of Council on Education, with a view to get the school admitted to a participation in the Parliamentary Grant for Education.

IV. The necessity for the continued existence of the School as a *Free School*.

These several topics are, in a considerable degree, interwoven with each other, and can scarcely be dealt with separately and distinctly.

In relation to the financial history of the school, the circumstance may be recalled that the school was originated, in 1853-4, by a number of gentlemen, who guaranteed subscriptions of £5. per annum each for three years. The liability of the guarantors ceased in August 1857, the school having, at that time, been carried on for three years. Although the burthen of maintaining the school was borne mainly, during these three years, by the guarantors, the greater number of them generously renewed their subscriptions (in some instances reduced) for the fourth year. The Committee have always regretted that the expense of the school has been borne by such a limited number of subscribers; and they have aimed to widen the basis by obtaining as large a *number* as possible. They regret the result; but confess that they cannot overturn the reason assigned by some friends of education who have refused to renew their subscriptions, or of others who have refused to subscribe at all. The reply to a solicitation for a subscription has been—"This school is a *public good*, supplying the wants of the educationally

Financial
affairs.

destitute, irrespective of class, religious denomination, or any other party whatever, not serving the peculiar interests of any class or party, but promoting the common weal, and has an equal claim upon *all* for support, according to their means. I shall willingly pay my share of a *rate* to maintain the school; but I cannot afford to take any further share of my neighbour's burthens."

The statement of contributions to the school funds gives some notable illustrations of generosity, which the justice above contended for would have taxed in a much lighter degree.

The pupils attending the school were publicly examined on the 9th June, 1858. There was a numerous attendance of ladies and gentlemen, promoters of the school, and others interested in the cause of popular education, including clergymen and ministers of religion of different denominations. Wm. Rayner Wood, Esq., presided, and conducted the examination. A statement of the financial affairs of the school was made at the meeting, and a resolution adopted, in which those present pledged themselves to its continued support. On the motion of H. J. Lepoc, Esq., seconded by the Rev. Dr. Mc. Kerrow, the following resolution was adopted, after the meeting had been addressed by the Chairman and other gentlemen:—

"That, having witnessed the examination of the scholars attending the Model Secular School, and having received information as to the indigent condition of the families to which the children attending it belong, this meeting is of opinion that the instruction and training given in the school cannot fail to be of great advantage to the children, to the families to which they belong, and to the general community; and that the closing of the school would be a great calamity. That this meeting hears with regret of the difficulty experienced in obtaining funds to maintain the school, and of the refusal of the Committee of Council to admit the school to participate in the Parliamentary grant for education. That the meeting pledges itself to support the school, and strongly commends it to the favourable consideration and support of the philanthropic public. That a memorial to the Committee of Council on Education be prepared, and signed by the chairman, praying for some relaxation of the existing Minutes which preclude such schools as this from aid, and that the school be admitted forthwith to a participation in the Parliamentary grant for education.

"That the Chairman of the meeting be respectfully requested to sign such memorial on behalf of the meeting, and present it to the Committee of Council."

One immediate result of the examination was the contribution, either then or very shortly thereafter, of the following special subscriptions and donations:—

Martin Schunck, Esq.	£50
A Friend, per W. B. H.	50
Sir John Potter, Knt., M.P.	20
William Rayner Wood, Esq.	20
H. J. Leppoc, Esq.	20
Arch. Winterbottom, Esq.	20
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Mrs. M. H. Martindale, Rochdale	10
James Simpson, Esq., Foxhill Bank	10
Messrs. Binyons, Fryer, and Co.	10
William Hinners, Esq.	10
R. M. Shipman, Esq.	10

The Committee take this opportunity of expressing their sincere gratitude to William Rayner Wood, Esq., for the very valuable service he has rendered in inducing subscriptions in aid of the school, and in conducting the correspondence with the Committee of Council on Education. The Committee have also to express their acknowledgments and thanks to R. N. Philips, Esq., M.P., on whose motion a copy of their correspondence with the Committee of Council has been printed as a Parliamentary paper. [“Manchester Model Secular School, 487.”]

Reference has already been made to the Memorial transmitted to the Committee of Council through Mr. William Rayner Wood. The School Committee regret that that memorial, as others before it, should have been unsuccessful. It may be mentioned that a memorial was sent February 25th, 1856, to the Committee of Council, praying that the school may be inspected by one of her Majesty's Inspectors, with a view to its being admitted to participate in the Parliamentary grants for education. An acknowledgment of receipt was received by

Correspondence with the Committee of Council on Education.

return of post, but no *reply* appeared to be forthcoming, until the Secretary of the school sent a reminder, 13th June, 1856, requesting to know the result of the application in the memorial. On the 17th June a reply was received, to the effect that their Lordships "did not feel themselves at liberty to 'comply with the application,' on the ground that they "always required that religious as well as secular instruction shall be given in the schools receiving aid from that fund" (the Parliamentary grant).

On the 27th November, 1857, the application by the School Committee was renewed, to the Committee of Council, on the ground that "the elementary schools and classes of 'certain Mechanics' Institutes in Lancashire (which are purely secular institutions) are admitted to receive aid under the Minutes, subject to the simple condition of inspection by her Majesty's School Inspectors." On the 18th December a reply was received, to the effect, that although "the classes of the East Lancashire Union of Mechanics' Institutes might be admitted to participate in the Parliamentary grant for education," the objections to extending the public grants "to such schools as the 'Manchester Model Secular School,' remain unaltered." The letter added that "the correspondence respecting the partial admission of Mechanics' Institutes to the benefits of the Parliamentary grant, is embodied in a minute, and will be submitted to Parliament before the next vote for public education is taken."

The promoters of the school had reason to hope for a relaxation of the Minutes of Council in their favour, if they could make out a good case on its behalf, as a philanthropic educational institution, which was providing the inestimable benefits of education for a class for whom *no other educational provision exists*,—if they could quote such high testimonials in its favour as those here given:—

Miss Mary Carpenter, of Bristol, writes in the Visitors' Book—
"I am highly gratified with the benefit evidently conferred in

this school on children who would otherwise have been without education." Miss Carpenter, who should be accepted as a high authority on such a question, expresses herself, in very decided terms, as to the urgent necessity for such schools as this, in all our large towns particularly, for the benefit of an educationally destitute class, which "Juvenile Reformatories" and "Ragged Schools" do not, and which it is undesirable that they should, provide for.

The Right Hon. Sir John Pakington, Bart., M.P., First Lord of the Admiralty, writes—"I am much gratified by seeing the great practical good evidently attained by this benevolent Institution."

The Committee respectfully repeat their invitation to the friends of education to visit and inspect the school, and its proceedings and records, as an accurate impression of its character and usefulness can only be obtained by such a scrutiny. It is satisfactory to the Committee that the oral expressions of admiration and satisfaction by visitors, are almost invariably of the most laudatory and gratifying character. From among the other *recorded* opinions of visitors, the following may be quoted:—

J. H. Dawson, Esq., Barrister, says he is "highly delighted to see unsectarian education so successful, as is exemplified by the ready appreciation of the Pupils of the instruction given, and by the order maintained."

The Rev. F. Bishop writes—"I have been much struck, during a short visit, with the perfect order of the school, the quiet regularity of all the movements of the scholars, and their earnest intelligent attention. I have never visited a school where the ascendancy of mental and moral force was more plainly manifested."

The Rev. B. Mac Sheehy, M.A., of Limerick, writes—"I have been much gratified by the general intelligence of the boys [the monitors], and by their earnest and business-like manner."

William N. Lees, Esq., Member and Secretary of the Board of Examiners, &c., &c., Calcutta, says—"The attendance of Pupils and order of the whole school is good."

The Very Rev. the Dean of Hereford says—"The order in the school is extremely good."

Knowing that the Committee of Council modify, from time to time, the Minutes under which the Parliamentary grant for education is distributed;—knowing that a relaxation had been made in favour of "the classes of Mechanics' Institutes," in which secular instruction alone is given,—the promoters of the school avoided any discussion of the principles involved in the "existing Minutes," or in the distribution of the grants; they simply stated the peculiar difficulties under which the school labours, and prayed for "some relaxation of the existing Minutes, which preclude such schools as this from aid." As the Committee of Council could "embody in a Minute," to be "submitted to Parliament," the correspondence respecting the "admission of the classes of Mechanics' Institutes to the benefits of the Parliamentary grant," it was supposed that they might be willing that Parliament should, in like manner, share the responsibility with them of either assenting to, or of rejecting, the plea of the Model Secular School. The reply (19th July, 1858) to the Memorial curtly states, that "no grounds have been alleged for reversing the decision of the Committee of Council, that the school does not come within the terms upon which the grant for education is voted and administered;" not a very fit reply to a communication "addressed to their Lordships in a spirit of respectful confidence, on a subject of acknowledged public interest." The Memorialists asked simply for a consideration of existing Minutes, as affecting this particular school, and, of course, expected that any relaxation of the Minutes would be submitted to Parliament for its sanction.

The necessity
for Free
Schools.

The necessity that exists for promoting popular elementary instruction at the public expense, has for many years been admitted by Parliament, as is demonstrated by the large and steadily increasing grant for education, which has now reached to above a million sterling per annum.

Free schools are a social necessity. In our large towns there

is always to be found a considerable population whose normal condition is one of extreme indigence. It is computed that every fifteenth family has a *widow* at its head ; and with many of these widows the battle of life is a battle indeed ; and it is deplorable, but true, that in almost all ranks, but more especially in the lowest, there are many *wives* whose condition is worse than widowed. Then there are the hosts of unskilled labourers, with large families, low wages, and uncertain employment. Again, the “street folk,” who earn a precarious living, in a variety of ways,—a more numerous class than may be generally supposed. And in addition to these special classes there are individuals of other, and rather higher grades, with whom the “school wage” is an insuperable bar to the education of their children.

The preferable claim for admission to the Model Secular School is honest poverty, and the suppliants who indisputably possess *this* qualification are always greatly in excess of the means of accommodation. All the applicants for admission are visited at their houses, and care is taken to test the truthfulness of the statements made by parents in the application schedules. These schedules embrace the following particulars:—The boy’s name, age, the day schools he has attended, and for what aggregate period, how long since he attended a day school, the Sunday school he attends, if any, the number of children in family, and whether older or younger than applicant, with the name, occupation, and residence of the father or guardian.

The schedules disclose some melancholy facts touching the “average” education being received by the youth of the country, which some educational statistic-mongers regard with so much complacency. It is not uncommon for boys of from seven to eleven years of age to have been at three, four, and five different schools, sometimes for an aggregate period of from two to four years, as stated by the parents, and yet the child cannot read correctly words of one syllable,—cannot write at all, nor cipher, even to forming a figure ! This result need not be wondered at : the schools—“ Dame Schools” and others—are in many cases

totally unworthy of the name of "school," and the persons conducting them utterly destitute of the qualifications necessary in the "teacher." And again, it is ascertained that in very many cases the attendance is most irregular and intermittent. The "school pence" can only be spared a week now and then, and in the intervals the little that has been learned is forgotten.

The following extracts from the diary of visits to the houses of parents who have applied for the admission of children since the publication of last report, will give a fair idea of the mass of about 300 cases from which they are taken:—

ILLUSTRATIONS
of the social
condition of
applicants.

1. A labourer, four children, none of them old enough to earn wages. Found the father at home, ill of an abscess. The family has a very hard scramble for a living. The boy, aged eleven years, has not attended any day school for more than six months.

2. A dyer, three children, none of them earning wages. Found, as is general with dyers, that his work is very inconstant—has not averaged three days a week for months past, has often less. The boy, aged seven years, has been for about eight months in all at two different day schools.

3. A shoemaker, evidently a very sickly, feeble man. For the year round, the joint earnings of the father, at his business, and the mother for washing, do not average above 10s. 6d. a-week. Two children—one of them in the Model Secular School already. Application made for the admission of the second. The boy, seven years of age, has been for about a year at a dame's school—a penny a week; has not learnt anything, the "school" being a mere day nursery.

4. An overlooker in a mill, but has been off work (afflicted with diabetes) for the last five months. The family has been sadly pinched during that time; but a clever, well-doing mother has evidently striven, and successfully, to preserve for the "home" of the family all the attractions of cleanliness and good order. Fortunately, the father is a member of a "club," and the "sick allowance," added to the earnings of two children, who are employed in a mill, has "kept the wolf from the door." Six

children in the family. Application made for the admission of two boys, aged ten and twelve years respectively. They have each been about two years in all at different day schools.

5. The mother, who was a widow, married a man who is now in one of the regiments of the Lancashire Militia. Mr. "Maude gave him two months for millin' her, and parted them before he listed." The woman is practically a widow. She has two children, and maintains them and herself by the wages she earns at a paper-mill. The boy, who is eight years of age, has been at a school for about six months.

6. A widow, washerwoman, with four children, applies for the admission of two boys. The eldest, nearly thirteen years, has been at day-school about five months in all. The younger, nine years, has been at day-school about three months.

7. A carter, earns 15s. per week, with six children, the applicant being the eldest. He is twelve years of age, and has been at day school for about seven months.

8. A book-keeper, out of employment, with eight children, two older, the others younger, than applicant, who is fifteen years old, and has only been at day schools for a year and a half in all. The boy has lost an arm.

9. A shoemaker, with four children, applies for the admission of the two eldest, aged seven and nine years respectively. The one has been at school for about twelve months, the other not at all. Mother just up from confinement. Rent of cellar in which they live—one place—1s. 6d. per week. Shocking discomfort.

10. A widow, makes children's frocks, and hawks them. Three young children. Applicant eleven years old; been at day-schools for about one year in all. The poor lad is very ragged, and the family seem to suffer great privations. Live in a cellar.

11. A widow, a charwoman, with four children. The applicant, nine years old, has had about nine months' schooling. The poor woman, who lives with a sister, seems sadly, "punished," to use her own phrase.

12. A foundry labourer, with four young children. Has had his ancle broken, and has not earned 6d. for months. The boy, eight years old, has been at day schools for about two years. The family evidently suffer great distress.

13. A labourer in a foundry, eight children, one in a factory, one an errand boy, a third attending the Model Secular School; four children younger than the boy whose admission is applied for. When visited found that the boy had been to a neighbouring school on the Monday of the same week, but had been sent home because his Mother could not send the "school-pence." Was told that a boy, who had been earning 3s. per week, was in the Infirmary with a broken leg, and that only 4s. had come in for the previous week to maintain the nine in family at home, and that the father had not made 10s. per week. The harassed mother declared that she didn't know however she was "to raise crutches for the lad with the broken leg."

14. A policeman, with six children, only one at work as a half-timer. Rent 5s. per week, in a wretched locality. Says he cannot possibly afford to pay a school-wage.

15. A tailor, with five young children. Has rarely full work, sometimes not more than one or two days per week. Rent 3s. 6d. The boy, ten years of age, has not been to school for sixteen months.

16. A mechanics' labourer, 16s. per week, five children, only one working, gets 4s. 2d. per week. Rent 2s. 9d. per week, for two small places. The boy, seven years of age, has been to school, but the mother says "they want 4d. per week, and we can't pay."

17. A shoemaker, with three children; father and mother delicate people. Had a doctor's bill of 14s. 6d. to pay lately. Had to borrow money to bring them from Preston, whence they came recently, and that is being repaid. The mother, a very superior person in her station, said they would willingly keep the school-pence "out of their bellies," if it could be done. The father made 18s. 6d. last week, but that was an unusally large amount, and he may not have above 13s. or 14s. per week for months to

come. The poor woman said the last winter had been so bad upon them, that, if they could have foreseen their troubles, they would not have had courage to face them. Rent 5s. 6d. per week, with a room let off for 2s. House wonderfully tidy for the locality.

18. A barber, a halfpenny shaving shop, applies for the admission of two boys. Rarely makes above 18s. per week. *Mem.:* Has to shave 144 persons for his weekly rent, 6s. Street out of Deansgate.

19. A fish hawker, with six children. Rent 2s. for two filthy apartments, in a dirty, confined court out of Byrom-street. The applicant declared that he had not made 1s. 6d. for a week; that he rarely made above 1s. or at the best 1s. 6d. a-day. Questioned the mother how they managed to live on such earnings. She replied, that a good girl of a daughter gave them 6s. a-week for lodgings, &c. when she had full time, and kept herself. "Would she not like to have more pleasant lodgings?" was asked. "Yes, bless her! She sometimes says so; but she's too good to leave the ould folk."

20. A moulder's labourer, with eleven children, three only of whom are at work. The father has recently been on half-time; and the mother states that last week there were "about as many heads in the family as shillings to keep them."

21. A "firer-up," with seven children, three of whom are at work. The boy, seven years of age, had been "running the streets" for about four months. Had attended two different twopenny schools for about three years at intervals, but had learned little or nothing.

22. Applicant a chimney-sweeper, with three children, the eldest seven years of age, says—"Very slack in summer, and really can't pay the fourpence a-week for the higher school the boy should go to. He has attended a twopenny school for about two years, but has learned nothing." Found the father in the act of giving the little boy a lesson from a primer. Rent 3s. 2d. per week for two small rooms.

23. A jobbing blacksmith, two children, one at work, who formerly attended the Model School; is now earning 4s. per week. This application was at first rejected, on the supposition that the man was able to pay. On visiting his house and neighbourhood, it was found that he is a severe sufferer from chronic rheumatism; that his occupation is going from door to door in search of small jobs; that his earnings are on some days *nil*, on others vary from a few coppers to about 2s.; that the boy's wage is in reality the only certain income of the family. Rent 3s.

24. A deserted wife, lives by shirtmaking for the slop-shops; makes with close application from 6s. to 8s. per week. Husband a tailor, left her years since; she has not heard from him since. One boy attending the Model Secular School died recently of fever. The only other child is the one whose admission is applied for. The woman seems intelligent, respectable, and well-doing. Rent 1s. 6d. for a single room. Was taken from school four months since—could not pay.

25. A widow, in the "rag, bone, and rubbing-stone" business. Cellar. Business and living place scrupulously clean. Makes about 5s. per week. No out-door relief. Two children. This woman is one of "the excellent of the earth," although in such lowly poverty.

26. A shoemaker, with five children, the eldest twelve years. The boy has not been to any school for *three years*. Before then he had been at school "off and on" for about ten months. Rent 2s., for a room, which is a workshop for the father, and living and sleeping place for the family. Found the family at dinner, which, as in many other cases witnessed, consisted almost entirely of potatoes, with sometimes the luxury of a salt-herring or a scrap of bacon.

The above are samples of hundreds of similar cases that might be given from the Secretary's diary. But there are others of a different class, equally worthy of notice.

During the depression of trade in the winter of 1857-8, visits were paid to a number of unemployed *skilled* labourers, who had

applied to have their children admitted to the school. In the day time the poor fellows were to be seen in their cheerless houses, with no better occupation than to nurse their despondency, or to give most distressing accounts of their pilgrimages in search of employment. In one case a metal-planer, with four young children, had been out of employment for three months; in another instance a bricklayer with five children, had not worked two days a week for the last four months. In other instances plasterers, paper-hangers, &c. &c., were out of work, with no definite prospect of employment. Unable to provide *bread*, how were they to find "school pence"? Is it well for society, well for the temporal and eternal welfare of the children of these indigent and destitute persons that they should be deprived of the light and life and strength of wholesome instruction and training? Is it not a shame and a reproach to our boasted civilization and Christianity that the children of paupers and criminals should be better cared for than they?

Free schools are a necessity, and free schools to be available to all denominations must exclude doctrinal religious teaching. It may be that the Sunday schools attended by the children are not, in every instance, an index of the religious persuasion of the parents, but it is an ascertained fact that in many instances it *is* so. The Model School is the only *free* school available for poor persons of all religious denominations; including Jew and Christian, Roman Catholic and Protestant, Trinitarian and Unitarian, &c. &c. Abundant agencies for special religious instruction exist, and are taken advantage of; and increased facilities could doubtless be brought into existence if the proper parties willed it. Ninety-four per cent of the children attending the Model School are receiving special religious instruction at Sunday schools.

Religious
instruction
given by other
agencies.

The instruction given in the Model School embraces all useful knowledge (or as many branches as time permits to be embraced in the course of instruction) fitted to promote the future well-being of the children, excepting only the religious doctrines with

which the immature and inadequate mind of the child cannot grapple.

Cost of School. The number of scholars usually on the books is about 350. The cost of maintenance is about £450. per annum, which includes rent, the entire salaries of Head Master, and three assistants, as also the wages of about eight monitors. This gives a cost per head of about 26s., a moderate amount, when the peculiar burdens enumerated are taken into consideration.

The instruction highly valued.

That the instruction given in the school is acceptable to persons of all religious denominations has already been demonstrated. That although *free*, it is highly prized, is further made manifest by the extraordinary fact of the average attendance being equal, if not superior, to that of any other elementary school in Manchester, being as high as 92 per cent. of the numbers on the books, whereas at very many "pay schools" the average does not reach 75 per cent!

Many interesting proofs of the high value which the parents of children attach to the instruction given, exist in the letters (entirely spontaneous) which they frequently write to the Master on the children being withdrawn from the school. A few extracts are given from the mass of such letters received since the publication of the last report.

The father of one of the boys writes:—"I much regret to inform you that in consequence of my self being out of employ i have been reluctantly induced to put my son Joseph to work, a promising situation having offered to learn the trade off wire worker." He offers all that it is in his "humble power to bestow" in return for the instruction of which he "cannot speak in too high terms," his "heartfelt thanks to the Master and to thoes kind gentlemen the fonders and suporters of so Praiseworthy ann instetution i offer my everlasting gratitude."

Another, signed by, or for, the father and mother of two boys (brothers), expresses "most sincere thanks for the trouble and the labour that has been bestowed" on their sons. A postscript adds information as to the situations to which the boys went.

A police officer, on sending his son to commence an apprenticeship, writes that his "wife joins in returning kind respects" for the Master's "uniform kindness," &c., to their son.

Another, "with the greatest respect," "takes the liberty of thanking you [the Master] for the instruction that my son William has received."

A mother writes, "i ham sure you must have taken grate pains to instrucked him in every thing if I had it in my power i shoud then but think i could never make you a reckempence." [The writing of this note had evidently necessitated a great effort.]

Another mother writes that she has been "compelled to send her son to work, his father having for some time very little trade." "Sincere thanks" are added, and expressing regret that he cannot be allowed to remain longer at school.

A father writes that he is "thankful indeed" to the master, the other teachers, to the society, and to secretary, and asks for a character "about his [son's] conduct in school."

The uncle of an orphan writes, on the boy being withdrawn, that he may be taken to Wales with his guardian—"It is with regret that I am compelled to take * * * from school." He tenders his "most grateful thanks," and considers the boy's progress, "taking his age into consideration, wonderful." For nearly two years this boy came a distance of five miles to school, part of the distance being travelled in canal boats.

Very many notes apprise the master as to the work the boys have obtained, and offer thanks for their instruction.

From the notes to the master from boys themselves who have left the school only one quotation will be made, and it is given by way of sample: the writer says, "I am very well satisfied with my place, my master is very kind to me, and has promised, if I continue to please him, that he will in a short time raise my wage." * * * "Mother could not afford to keep me at school any longer, and as I have now got a good situation, I will try to keep it. I shall never forget your kind attention to me when I was under your care."

Among the particulars given in the Appendix, will be found Tables showing:—the number of boys admitted since the opening of the school, the Sunday schools attended by them, the number withdrawn, and the causes of withdrawal, the ages of those who have gone to work, a partial account of the educational attainments of boys on admission, and a classification of the number of boys under the several branches of instruction.

In conclusion, the Committee renew their appeal on behalf of the School, to the public for pecuniary and moral support. They have hitherto appealed in vain to the Committee of Council on Education for an official recognition, and a share in the Parliamentary grants for education. The Promoters of the School have felt that it has a strong claim, in equity and common fairness, to such advantages, as well as for its work's sake. It is performing a merciful work, of urgent necessity, for which no other educational agency exists; and its work is being performed upon the only basis compatible with the religious independence of the necessitous persons among whom its blessings are distributed. Schools are liberally aided by the Committee of Council in which special religious instruction is given, which some parents submit to, because they have no other alternative than the withdrawal of their children from schools, most convenient to them, and in other respects satisfactorily managed. The Model School is conducted upon principles which render such a burden, as that referred to, impossible; and because it is so, its plea for official recognition and aid is rejected. The future existence and efficiency of the School, and the destinies—in so far as school training and instruction can affect them—of the multitude of destitute children for whom it is open, are consigned to the care of the friends of the educationally destitute, and of religious freedom.

R. W. SMILES.

MASTER'S REPORT.

THE curriculum and method of the Model Secular School, form an attempt at solving the following important problem :—

Problem to be solved.

Given: A number of boys, of the lower class, say each possessing an unstored mind, and undeveloped intellectual, moral, and religious faculties; it is

Required: So to store their minds, and educate their faculties, as to insure for them the highest possible degree of usefulness and happiness.

The solution of this problem is attempted by—1st, Imparting that kind and amount of knowledge which, it is believed, will be the most useful to the Scholars; 2ndly, Making the mode of communicating it, the means of educating the intellectual faculties; 3rdly, Training the moral and religious sentiments, by means of such purely secular knowledge as is available for the purpose, and by such special means of information as may be necessary.

Means of solving it.

First—As to the kind and amount of knowledge imparted.

Kind and amount of knowledge imparted.

In the lower sections of the School, the children learn a great deal about the origin, properties, and uses of familiar objects—such as wood, stone, coal, gas, glass, the metals, and the most common articles of food and materials of dress. They also learn something of the most useful and otherwise remarkable animals of this and of other countries. The greater part of such information is obtained from the reading books, and from the School Library; and all lessons of the kind are illustrated, as extensively as possible, by the objects in the School Museum, and by an abundant supply of coloured pictures. In the higher sections, occasional lessons are given on the most important British manufactures, which are illustrated by specimens of the materials, in their different stages. This kind of knowledge is what is now commonly designated a knowledge of “common things,” and is itself a “common” thing, as it is contained in nearly the whole of the school-books. One great advantage in teaching these and other things by means of books is this, the children discover the use of being able to read; they learn that a book is not something to be read merely, but a store of interesting or useful knowledge, the key to which is the art of reading.

Knowledge of “Common Things.”

How taught.

Judging by Table F, in the annexed tabulated Report, the children's knowledge of Arithmetic may appear very limited, there being only twenty-four in the advanced rule of Fractions. But, though limited in

Arithmetic; mode and extent of teaching it.

length, as measured by the number of rules, it is believed to be very extensive in *depth* and *breadth*, for in all cases the Pupils are well grounded in the *principles* of the science, and, instead of being rapidly pushed through the various "rules," they are taught, by an almost infinitely varied series of practical examples, how to apply their knowledge to the solution of actual business questions. Then, again, many of the arithmetical processes, which are called the "advanced rules," such as "Barter," "Exchange," and "Profit and Loss," are taught as soon as Subtraction, Multiplication, and Division of Money are mastered. The same considerations that determine the selection of Arithmetic as a subject of instruction, demand that the knowledge and practice of it shall be limited to the *useful*, and that that should be most *thoroughly* taught.

Nature and
extent of the
instruction in
Grammar.

So much of the etymological part of Grammar is taught as will enable the Scholars to understand as much of the syntactical as they are likely to remember, and be able to apply to the correction of their own writing and speaking. They are not, however, required to go through the drudgery of the whole of etymology before being introduced to syntax, but are taught the most useful rules as soon as possible, and made to apply them to the correction of errors, and the formation of sentences. Thus, as soon as they understand the uses of pronouns, they deduce and then learn the rule, "Pronouns must agree with the nouns they represent, in gender, number, and person;" and so with every other rule. By this method—which, unfortunately, is not common—they are speedily introduced to the practically useful part of the science, and so, seeing its useful applications, are encouraged to labour on cheerfully at what would otherwise be very irksome.

Composition;
kinds of
exercises.

The practice of Composition is introduced as early and to as great an extent as possible; first by teaching the younger Scholars to write out inventories of their dress, then by leading them on to describe the materials of which it is made, the countries from which it is brought, &c.; and the same with the food which constitutes their meals. When more advanced in knowledge, the pupils are still further exercised in this art, by being set to write descriptions of familiar objects, of the employment of their time, and abstracts of lessons in Geography, Physiology, &c.

Nature of the
Geographical
knowledge,
and uses it is
made to serve.

Perhaps it is scarcely necessary to state that the knowledge of Geography imparted is not merely a knowledge of the names, positions, extent, and distance of countries, with their rivers, mountains, and other physical features, but is of that kind which, with a little reflection, will account for many physical and other phenomena, that would otherwise

be inexplicable. Thus, a knowledge of the shape and motions of the earth is made to account for the recurrence of day and night, the seasons, the apparent motions of the heavenly bodies, and other phenomena dependent thereon. From such knowledge, the Scholars deduce what would be the consequences of a cessation, retardation, or acceleration of the earth's diurnal and annual motions; of the perpendicularity of the earth's axis, &c. So, too, their knowledge of the distribution of various of the most useful animal, vegetable, and mineral productions, is made to account for the localization of particular branches of industry; such as the production of silk, cotton, and iron, in some countries, and their manufacture in others.

Physical Science is systematically taught to but few; those so instructed in it have been made acquainted with the most important properties of air, heat, and light; the laws according to which they act, and the mode in which they cause the various natural phenomena dependent upon their action. This kind of knowledge involves, of course, an exposition of the principles upon which such instruments as the syphon, syringe, pump, barometer, thermometer, microscope, and telescope act, and are constructed. Attention is also directed to some of the many useful applications of scientific principles to the arts and domestic life.

About forty of the most advanced Scholars have been made somewhat extensively acquainted with the structure and functions of the principal bodily organs, with a view to educating and illustrating the most important laws of health. They have been taught that the *use* of any part of the body causes *waste* of that part; that the waste is made good by the agency of the parts themselves, out of the blood; which, besides conveying nutriment to the tissues, carries away the worn-out materials, and other hurtful matters. They have had described to them the processes of digestion, absorption, and assimilation, by which the blood is renovated by food; and the processes of respiration and other kinds of excretion, by which it relieves itself of the impurities with which it becomes loaded during its circulation. They have also had descriptions of the nature of bone, the articulations and general structure of the skeleton, and of the construction and action of the muscles. Lastly, they have been led to see what important functions the nervous system performs as an agent of sensation, volition, and reflex action. As the structure and function of each organ have been described, the conditions of its healthy action have been fully set forth, and from a consideration of these, the Scholars have seen demonstrated the necessity for an abundant supply of pure air, and hence for ventilation; for food and exercise,

Extent to which Physical Science is taught.

Instruction in Human Physiology includes the knowledge of the object and means of Nutrition.

Depuration. Mechanical structure.

Nervous system.

Conditions of the healthy action of the organs.

The condition upon which alone God "gives" health.

at the right times, of the proper kinds, and in suitable quantities ; for rest, cleanliness, and sufficient clothing. Those who have been thus instructed, understand that these laws are God's laws ; that none of them can be evaded, and none broken, without incurring a penalty as the natural consequence of the act of transgressing them ; they know that God gives health only on certain benevolent conditions ; and that the fulfilment of these conditions is mainly within their own power. These lessons on Human Physiology are illustrated by several diagrams, and a few simple preparations. Few other lessons excite so much interest as do these : and few could be attended with more valuable results, if it were possible to ensure the constant practice of what is learnt ; as far as is possible, however, this is done.

Nature and extent of instruction in Social Economy.

To a much larger number of boys—123, in all—the elements of Social Economy are taught, by means of "Reading Lessons in Social Economy,"* the information in the book being sometimes supplemented by further *viva voce* instruction. In this way eighty boys have learnt that industry, knowledge, skill, and economy, in combination with a good moral character, are the conditions of success in every occupation in life ; that *their* success, however employed, will depend upon their fulfilling these condition. They have seen, also, what other advantages, besides a high wage, accrue to the workman of good character. About forty have gone much further in this useful science ; they have been instructed in the nature, unequal distribution, and necessity for the protection of wealth ; the nature of capital—its powers and modes of employment ; the relation of capital and profit ; the advantages of a division of labour, and the consequent necessity for exchange ; the nature and uses of metallic and paper money ; how prices are determined by cost of production, and supply and demand ; wages ; the nature, objects, and operations of strikes, and their results to the employers and employed ; trades' unions ; the necessity for taxes—their kinds, and relative merits, and returns ; the benefits attending the use of machinery.

Importance of teaching Physiology and Social Economy.

The two last sciences, Physiology and Social Economy, being *extra* subjects, and taught within the usual school hours, are, of course, taught at the expense of some others. The subjects sacrificed to these, are—Grammar, Geography, and History, of which Grammar seems to be considered the most important, by all classes of teachers. Taking it to be so, Physiology and Social Economy deserve to be regarded as of greater relative importance than it, both as a means of information and

education; of education, because reflection shows that their study calls into exercise a much larger number of faculties than does the study of Grammar; of information, because it is thought to be of far greater importance—both for their own welfare and that of others, who may be dependent upon them for subsistence—that they should be strong, healthy, cheerful, vigorous, industrious, skilful, economical, moral, and, consequently, prosperous workmen—examples of well-directed industry to all around them, than that they should simply be improved speakers and writers. It is held to be far more important that the Scholars should be taught the necessity and right use of food, air, exercise, cleanliness, and other means of preserving health; and of their time, labour, savings, and other means of advancement—that is, the necessity and right use of important *things*—than of *words*. The superior importance of these two subjects is very apparent, when it is remembered that boys who grow up in ignorance of their fundamental laws will almost inevitably make mistakes that will ruin, or, at least, seriously impair their health, and that of their children, and will as inevitably make other mistakes, that will as surely ruin or impair their social prospects, and greatly interfere with the comfort and prosperity of those who may be dependent upon them,—mistakes which are infinitely more lamentable in their nature and consequences than are mistakes in speaking, and which ought, therefore, to be more carefully guarded against. It is a matter of universal regret that, every year, thousands of children should leave school, to enter upon a life-long industrial course, beset with difficulties to be overcome, and dangers to be avoided, without being in any appreciable degree strengthened for the one, or forewarned and forearmed against the other. Much of school time is occupied in imparting a kind of knowledge which, in consequence of the society in which the children afterwards live, they rarely feel the need of, and speedily forget, while little or no time is devoted to the communication of that kind of knowledge which, in their circumstances, will be called into frequent requisition, and which will become increasingly useful. May the time soon come when the school life of the scholars will have a direct special reference to their after life, and do all it *may* do to fit them for it!

Secondly—As to the mode in which the communication of knowledge is made the means of *intellectual education*.

Ignorance of these more lamentable than ignorance of Grammar.

Deficiency in the usual course of instruction.

Means of education.

Training of the perceptive and reflective faculties by means of letters, figures, or objects.

While being taught the letters and figures, the perceptive faculties are called forth to take careful note of the peculiarities of their form; then the reflective faculties are brought into operation, by causing the young Pupils to compare the letters and figures with each other, that they may discover the respects in which they resemble and differ. The same

faculties are further exercised upon colour, form, and size, by means of simple geometrical figures, and pieces of coloured card-board, which the children are invited to compare with each other, to note their points of agreement and difference. These objects form the only extraneous means of education employed; in every other stage, the subjects of instruction are found sufficient. The power of perceiving and reflecting upon *abstract* truth, is strengthened in the young ones, by teaching them to analyse, compare, and construct numbers, by such questions as these:—What is 12 composed of?—1 ten and 2 ones. How many 3's in 12? How many 4's? What two numbers will make 5? What three numbers will make 10? Which is the greater, 3 and 2, or 5 and 1? What is the difference between them? Finish this, $6 + 2 - 3 = 2 + \quad ?$ &c.

Arithmetic.

Faculties exercised, and manner of exercising them in the study of Grammar.

In the more advanced stages of instruction, the communication of a knowledge of Language is made to take an important part in education. It exercises the faculties of *perception* and *reflection*, in comprehending the meanings of the terms “noun,” “verb,” “mood,” “tense,” &c., and in recognising the *forms* of inflected words, and the *order* in which they should occur in sentence making. It is also made to exercise the faculty of *comparison*, in distinguishing between the various meanings and uses of words; and the faculty of *constructiveness* in the art of composition. The science of Language is valued more as a means of *education* than of *information*, and is made to subserve that important object in every stage of instruction, and in a variety of ways. Boys of ages varying from seven to ten years, see the word “apple” written upon the blackboard, and are then invited to give some words that may be used to show what kind of an apple it may be. They give “large, sweet, small, green, soft, hard, red, rough, soft, ripe, unripe,” &c.; then each word is pointed to, and the quality expressed by it is named by the Scholars. The lesson terminates by a classification of these words, under the heads, “Size,” “Colour,” “Feel,” “Taste,” &c. Such a lesson is found to be a capital exercise for the perceptive and reflective faculties, and a valuable preparation for subsequent lessons. The more advanced Scholars are got to reflect, by such courses of investigation as the following:—They are parsing “How brightly the sun shines to-day,” and a thoughtless boy calls “brightly” an adjective; the Teacher asks, What is an adjective?—A word that qualifies a noun. What noun does “brightly” qualify?—Sun. Does it say the sun is *brightly*?—No, sir! Then to what does “brightly” refer?—(No answer.) Of what *use* is it in this sentence?—It shows how the sun *shines*. True; and what part of speech is “shines”?—A verb. And what words qualify verbs?—Adverbs. Good; now then is “brightly” an *adjective*?—No, sir, it is an adverb. Why?—

Because it qualifies the verb "shines." By such processes, oft-repeated, the Pupils see that they are expected to have a reason for what they say, and they gradually learn how to investigate the truth or falsity of what they advance.

But, as a means of education, no other subject is so valuable as are Physiology and Social Economy, since no other calls into use so many of the faculties, and, taken collectively, to so great an extent.

With regard to Physiology. The lessons on this science are illustrated by diagrams and objects ; and in using these, the Teacher calls attention to the form, colour, size, number, position, and order of the parts. In doing so, he causes the Pupils to exercise, repeatedly and carefully, the faculties which perceive form, colour, size, number, locality, and order ; and these, with but two or three exceptions, are the *whole* of the *perceptive* faculties. But, as all the necessary diagrams and objects cannot be had, the children often have to exercise their *imagination* to the utmost, to understand the descriptions of some of the parts ; they always have to do so to form any conception of the hidden vital functions. The Scholars having obtained correct ideas of the organs and their functions, are made to *reflect* upon them ; to observe their differences and similarities, and to exercise the faculty of *comparison*. The Teacher points out the wonders of the general structure, by showing, for example, how beautiful are the articulations of the skeleton,—the super-position of its parts, the modes of attachment of the muscles and ligaments, and the general arrangement of the whole, so as to give, in the best possible manner, firmness, support, easy motion, and ample protection. In doing this, he exercises the *constructive* powers. So, too, by dwelling upon the numerous adaptations of means to an end, and by clearly tracing the connection between cause and effect, of which there are so many examples in the human economy, the teacher brings into operation the highest of all the reasoning faculties, that of *causality*. From a careful reflection upon the whole subject, the pupils are enabled to deduce for themselves all the most important rules for the preservation of health.

Large number of faculties developed in studying Physiology.

With regard to Social Economy. At the outset, the children are brought to a clear perception of the important fact, that labour is the condition of life ; that the quantity and quality of *their* labour will have much to do with their future welfare ; that "luck" is not a basis of success ; that to a great extent their destiny is in their own hands ; and that they are *now* forming habits, and thereby setting in train a number of causes that will affect their future life. In the more advanced stages of this science, perception and reflection are exercised by a careful consideration of the conditions of, and fluctuations in, value,

Great value of Social Economy as a means of mental training.

and from the advantages that arise from a division of labour, commerce, the uses of money and credit, the protection of wealth, competition, and employment of machinery, the objects and modes of taxation, and some other branches of our social economy.

Outline of a conversational lesson upon the uses of Government, showing the way in which the perceptive, reflective, and reasoning faculties are exercised in the study of Social Economy.

The following outline of a conversational lesson actually given, on the "Uses of Government," will give some idea of the kind of mental discipline afforded by the study of Social Economy; that is, of its value as a means of *education*:—

"Each time I come to school, I pass a watchmaker's shop; inside the window are several gold watches, while outside, there are many people passing, all of whom no doubt like to have some of these watches; the only thing that separates them from the people, is a thin piece of glass, yet no one attempts to break through this, to get at the watches: can you tell me why?—Because they know it is wrong. Is it the fear of doing wrong that keeps *all* from trying to steal them?—No, sir! Then what *does* keep those from doing it, who do not mind doing what they know to be wrong?—They are afraid of being caught and put into prison. What do you call such a fear?—Fear of punishment. Right; and who *have* the power of punishing thieves?—The magistrates and judges. And what gives them that power?—The law. But who has the power of making the *laws*?—Government. And who gives the Government its power to do so?—The people. In what way?—By sending members to Parliament. But would *good* laws—*good* laws—alone, keep people from stealing?—No, sir! What more is wanted?—They must be well carried out. Good; and whose business is it to carry out or *execute* the law?—The Government's. Then Government seems to have two very important things to do; to make good laws, and to see that they are properly executed. Now if we had no Government, could there be any such fear of punishment as that which we have just been speaking about?—No, sir! And we have seen that it is this fear only, which keeps some persons from stealing; now if that fear were removed, would the watchmaker's property be as safe as it now is?—No, sir! And what makes it safe now?—The goodness of our Government. What word must we substitute for 'makes safe'?—*Protects*. And what is everything called that protects?—A *protection*."

By means of several other inductive questions, the Scholars were led to see that the Government is as effectually a protection to property as though it were a *material* barrier; that it thus protects the shopkeeper's goods, the farmer's crops, the trees, shrubs, and flowers of public parks, and property of all kinds. From such illustrations, they made the following deduction:—

"Now tell me as clearly as you can, what is the principal use—so far as you know—of a Government?—The chief use of a Government is to protect property, both public and private.

"We have spoken of *material* property only; are there any other kinds of property that need protection?—Yes, sir, *our lives*. And *our characters*. And *our*

peace. And Government protects these, as you know, by punishing those who commit murder; and those who maliciously speak evil of us; and those who make rows; a better word than 'rows?'—disturbances. Now use the word 'wealth' instead of 'material property,' and tell me more fully what are the uses of Government.—The uses of a Government are to protect the people's wealth, lives, and characters, and to keep the peace. And how does it do this?—By punishing those who break the laws, and so making them and others afraid to do so. What people are those who require to be kept from wrong doing by fear of punishment?—The bad people.

"We have been speaking of a *Government* only as a means of protection; is there no other way of protecting our rights?—Every man could protect his own. What even if a man were attacked by one stronger than himself?—Men could join together to protect each other's rights. That is sometimes done when there is no regular form of Government, and I will tell you how the plan answers."

A short account was then given of the state of things as they were at the "diggings" in California and Australia, to show how insecure life and property are, in the absence of a good, constitutional Government. From a few illustrations, gathered chiefly from the newspapers, it was shown how frequently offenders escaped punishment, and how often, too, when caught, the punishment was disproportionate to the offence. From such illustrations, the class saw that constitutional Government is better than individual or mutual protection, because with it, there is a far greater probability that the offender will receive a suitable punishment. The lesson proceeded:—

"You all know that men labour to obtain wealth; what do some hope to do with it?—To enjoy it. And others?—To increase it. In which case they convert their wealth into?—Capital. Name some kinds of capital.—Houses, land, ships, railways, canals, factories, machinery, raw materials. Would men change their money into these things, if they had no security for keeping and using them as they thought fit?—No, sir! And what gives them this security?—Our Government. If we had not this security, what would the industrious, skilful, and economical men do; those to whom the capital of the country belongs?—They would not work so hard, nor save. But there are some who *must*, from their very nature, be industrious and saving, and who could not live in such a state of things; what would *they* do?—Go to other countries, where property is safe. And what would prosperous, happy England, then become?—Very poor and miserable."

They were thus led to see, that national prosperity is as dependent upon the goodness of the Government, as upon any of the sources of wealth.

"We have now seen that property of all kinds is protected by the Government; tell me what benefits arise out of the security thus given to it.—We are prosperous and happy. Do you think *you* derive any benefit from the goodness of our Government?—(No answer.) Think a little; how do your fathers get money to

buy food and clothing, and to pay rent for you?—By working for it. Out of what part of their wealth do masters pay their men?—Out of their capital. And we have seen that capital cannot exist, unless protected by Government; therefore without this protection, there would be no factories to work in, no machinery to work with, no raw materials to work upon, and no money to pay for labour. Now tell me whether you derive any benefit from the existence of Government?—Yes, sir! How?—We get food, clothes, and shelter, which we could not get without. And therefore we say you have an *interest* in the existence of the Government; so have I, so has everyone. This being the case, what is it everyone's duty to do, when the laws are in danger of being broken?—To do all they can to prevent it. Why?—Because Government is for the good of all."

The answers contained in this lesson, were not always given *immediately*, but are the answers that were ultimately arrived at, by a course of interrogation that helped still further to develop the pupils' reflective powers;—to *educate* their faculties.

Thirdly: as to the Moral and Religious training.

MORAL
TRAINING.

Instruction in
the duties of
honesty and
truthfulness.

The *moral* training is founded upon a consideration of our duties towards each other, and of the reasons for discharging them. First amongst these, is ranked the duty of *honesty*;—honesty both in *word* and in *deed*. To understand *why* we should be honest, the children are shown that he who is *dishonest*, does great injury to himself and others. To *himself*, for he thereby sacrifices his peace of mind, loses his self-respect, and the respect and confidence of others; and that in cases of theft, he ultimately loses in money matters. To *others*, for he wrongs those whom he defrauds or deceives, and causes his relatives, and all who feel regard for him, great sorrow by his misconduct. While educating these reasons, the boy's own experience is appealed to, in confirmation of the assertion, that to be dishonest, is to suffer loss of happiness, self-respect, character, and the object desired; collateral proof of this is introduced from the newspapers, school books, and cases that come under the teacher's and children's own observation. When set to reflect upon the lessons which such examples teach, and upon their individual experiences, they are all fully convinced of, and readily acknowledge the truth of the statements here made. Of course honesty is shown to be, not merely refraining from stealing, but abstaining also from taking advantage of another's ignorance; the strict fulfilment of engagements of all kinds; the restoration of lost property when possible, and never conniving at dishonesty in others. So, too, lying is shown not to be confined to *speaking* merely, but to include false appearances of all kinds, allowing others to be deceived, and those petty modes of *acting* lies, so common among children, such as nodding or shaking the head,

Nature of
honesty.

pointing in the wrong direction, &c. After a consideration of the personal disadvantages arising from dishonesty, the pupils are led to see what an important part honesty plays in men's commercial dealings with each other; that integrity of word and deed is the necessary foundation of social confidence, esteem, and prosperity; that without it, it would be impossible for us to retain our present social arrangements, and we should therefore soon sink into a state of barbarism.

Its great importance in civilized society.

Next to honesty, come the duties of love and obedience to parents.

The reasons furnished to the children for the discharge of these duties, are drawn from a consideration of their parents' love for *them*, and their superior wisdom. They are feelingly reminded of the constant care required in infancy; of the care they still require, and will require for some time to come, both in sickness and health, to supply their many constantly recurring wants; of the many little instances of self-denial that are made, almost daily, by their parents, for their sakes; and of the anxious thought that is given for their future welfare, and of the sacrifices that are made to secure it; and lastly, how freely all this attention, anxiety, labour, and self-sacrifice are given. These are shown to be the reasons for love and gratitude to parents; and by the way in which they have been listened to, it is believed they have been *felt* to be such. Then, again, the children are reminded that their parents have had a long experience of life, and so are well-fitted to be their guides; that they, too, have passed through the periods of childhood and youth, and have thereby become acquainted with their temptations, trials, and dangers, and so have learnt by experience what is best for their children in the same circumstances. This consideration, coupled with the assurance of their parents' love for them, furnishes the best of reasons for their prompt, willing obedience.

Reason for love and obedience to parents.

To these lessons, succeed others, on Kindness and Forbearance towards each other, Punctuality, Perseverance, Self-reliance, Self-restraint, Cleanliness, Kindness to Animals, &c., and on the Uses and Abuses of Conscience. In giving such lessons, the colloquial rather than the didactic method is employed, and the practice of some of these virtues is taught by means of narratives from the school and other books. It is gratifying to be able to state that this kind of instruction is listened to with the utmost interest, and, it is believed, with great profit; for many acts of honesty, truthfulness, and kindness, have been performed in school and in the play-ground, which are fairly attributable to the lessons now spoken of. Nor are the *indirect* means of moral training neglected. Efforts are made to let *everything* capable of having a moral

Other moral duties.

Ascertained results of such training.

Collateral means of moral culture.

effect for good or evil, "lean to virtue's side." Thus, as far as possible, a clean, cheerful, well-ordered school-room is made to have its effect upon the children's feelings and habits. The same may be said of the Teacher's intercourse with the children, and of the mode of instruction; it is sought to make them kindly, cheerful, and strictly impartial; to invest the school, and all its belongings, with as many legitimate attractions as possible, and so to make the children like the place, the Teachers, and the lessons.

Objections
made to the
reasons
assigned for
honesty.

As the propriety of some of the reasons here given for regulating the conduct, has been called in question by a few visitors, a word of justification may not be unnecessary, and therefore not misplaced. It has been objected that the reasons for honesty, just advanced, are of too *selfish* a character; that it would be much better to base them upon a consideration of the wrong done to *others*, than to *ourselves*. If it is meant that it would be "much better" for the object in view, *viz.*, preventing dishonesty, or reclaiming the dishonest, the conclusion must be denied, and for this reason. The dishonestly inclined are essentially selfish; being so, they are affected almost solely by selfish considerations, and therefore, any appeal to them based solely, or even mainly, upon a benevolent consideration for others, would almost inevitably fail. No antidote to dishonesty can be effective that is not suited to the nature of the motive that suggests the act. Now there can be no denying that it is intense selfishness that prompts the dishonest action. If, therefore, it can be proved to the dishonest that they cannot *gratify*, but must ultimately, from the very nature of things, *disappoint* their selfishness by a dishonest course of action, their *sole* motive for wrong-doing will be at once removed. It is to be regretted that such people cannot be dealt with more successfully by appeals to their conscientiousness or benevolence; but there remains the *fact* that they are selfish, and influenced almost solely by selfish motives; and that fact indicates the only rational and sure mode of treatment. The objection now spoken of as being made to the method here laid down, of inducing children to be honest and truthful, is in every case invidious, and often inconsistent; for it is the method used by all social reformers and ministers of the present day. The teetotaller, in persuading the drunkard to abandon his drunkenness, endeavours to show him how much he *loses* by it, in his health, pocket, and reputation, and how much he would *gain* by abstinence; and he is right in doing so; yet what is this but an appeal to the man's *selfishness*? Again, ministers of religion dissuade men from an evil course of life, and persuade them to the opposite, by moving

The objections
invidious and
inconsistent.

them to a consideration of the future rewards and punishments they believe God will some day bestow or inflict upon each. They do not even hesitate to prompt men to generosity by assuring them that "with whatsoever measure ye mete, it shall be measured to you again;" by reminding them that "he that giveth to the poor lendeth to the Lord;" and that it is said, "Give, and it shall be given unto you; good measure, pressed down, shaken together, and running over." Common consent approves of their doing so; yet what is this but an appeal to men's *selfishness*? Those only would refrain from stealing, from motives of generosity, whose natural benevolence is large; and all such would be more disposed to *give* than to *take*. The reason which those who disapprove of all selfish considerations would put forth, *viz.*, that dishonesty displeases God, is plainly one that would have no weight with any but those whose love for God is so great, that they would rather make what they believe to be a *great personal sacrifice* than displease him. But how few, how *very few adults* have such a love for God, and how many fewer *children*! Yet those who have such a love are the only persons who would refrain from stealing because it displeases God. No doubt many children are deterred from this and other wrong actions, from a *fear* of God, from fear of *punishment*; but that is a very different thing from being influenced by *love* for God. Fear of punishment, as has been said before, is but a selfish feeling, and the sole difference between the plan of those who would hold out the fear of God as a deterrent from wrong-doing, and that of the Model Secular School, is this: one points to punishment far removed, about the nature and extent of which all Christians do not agree, while the other points to punishment which is equally ordained by God, is immediate, inevitable, and the nature of which, if not the extent, all can understand, and all are agreed upon.

The *religious* training of the scholars consists in the frequent excitation and careful direction of the natural, universal faculty of veneration—the purely religious sentiment, which underlies *all* religions, prompting their votaries to the highest religious exercise—the devout ascription of praise to the beneficent ruler of all things. This great end is effected by directing the attention of the pupils to the evidences of God's infinite power, wisdom, and goodness, which are furnished by the sciences of Physics, Physiology, Social Economy, and Morals; that is, by means of the information conveyed in the usual course of instruction.

Proofs of God's wisdom and goodness are drawn from physical science, by calling attention to the exceedingly useful properties of natural

Nature of the
RELIGIOUS
TRAINING.

How assisted
by the study
of Physical
Science.

objects and agents; to the permanency of these properties, and to the invariable certainty with which they act. Thus, for example, when the properties of heat and gravitation are understood, and when some of the almost infinite number of uses to which these properties are applied in art, science, and domestic life have been described, it is at once seen that much of our daily comfort—yea, that our very *existence*—depends upon the uniform, unvarying exercise of these properties with which God has invested them. The clear perception of this fact powerfully excites the admiration and gratitude of the Pupils.

Manner in which the study of Physiology excites the religious emotions.

The science of Physiology is made to furnish even more striking proofs of creative wisdom and benevolence than those just named. They are drawn from *every* portion of the science, but more particularly from the beneficent uses of pleasure and pain, arising from the use or abuse of the bodily powers, or from the fulfilment or neglect of some duty to the body. Thus, the boys know that the muscles require exercise for their full development, and they find by experience that their *proper* exercise in play, or in taking a walk, is attended with *pleasure*, which is a reward for doing what is right, and an encouragement to do it again. They know, too, that their *improper* exercise is attended with *pain*, which is a warning to desist from, and not to repeat the act; it is a corrective punishment. So, too, with regard to cleanliness; they know by experience the pleasure that follows a good wash from head to foot, and the putting on of clean linen; they know also the physical discomfort of neglecting these duties. Then, with regard to *special* sensations. Being made acquainted with the delicate structure of the stomach and other digestive organs, they see the necessity of avoiding what will injure them, and how valuable a monitor we possess in the sense of taste. Surpassingly great do the Pupils feel that benevolence to be, which has so formed this sense, that it shall accommodate itself to the state of the organs for whose protection it is provided, by becoming more fastidious as they become more delicate. Equally impressed are they by the remarkable fact that, while extreme light causes great pain, total darkness causes none: simply because one injures the eye, while the other does not.

Illustrative lesson.

The way in which these and other examples of God's beneficent wisdom are worked out, and made to move the wonder, admiration, and gratitude of the pupils, is fairly illustrated by the following outline of a conversation that took place during a lesson on Physiology.

TEACHER. While cutting some bread this morning, I had the misfortune to cut my finger; how did I know that I was cutting it?—You felt it. Felt what?—The

pain. And what did that make me do?—Snatch away your finger. And that prevented?—Its being cut worse. Supposing that my finger could have felt no pain, what, in all probability, should I have done?—Gone on cutting, and made it much worse. True, and perhaps have so injured that part of it, as to have made it quite useless ever after. You too, must sometimes have cut, burnt, or otherwise injured yourselves without seeing it, and have got to know it solely by the pain you felt, which caused you to stop further mischief instantly, have you not?—Yes, sir! (Instances were named.) And what did the pain cause you to do, besides put a stop to the mischief at the time?—It made us more careful afterwards. Then you see that pain has two very important uses; it causes us to stop further injury at the time, and makes us more careful to guard against it for the future. This being true, is pain a good or a bad thing?—A *good* thing. Why?—Because it is useful in giving warning of mischief. Are *you*, each one of you, thankful or sorry that your bodies are so made as to feel pain?—Very glad, sir! If I had the power to work a miracle, and make such an alteration in you, that neither cuts, burns, bruises, nor scalds, should ever give you pain, would you like me to do it?—No, sir! Why not?—Because it is a very good thing for us that we can feel pain; and if we could not feel pain, we could feel no pleasure. How so?—Because the nerves could not feel the one without feeling the other. And who made our bodies with this means of protection and pleasurable sensation?—God. What does this fact teach us God is?—Wise and good. Reflect carefully upon the benefits we derive from this, and tell me how it makes you feel towards God, for having so formed you?—Very thankful, sir!

No description, however, can give an idea of the great astonishment and delight that beam from nearly every face, as the wonderful and beneficent uses of the various sensations reveal themselves, thereby showing in the clearest possible manner, that the pupils' veneration and gratitude have been powerfully excited.

The science of Social Economy affords a means of educating the religious sentiments, which, even to boys, with their imperfectly developed reflective faculties, is scarcely inferior to any other. In studying this science, they become cognisant of this important, impressive fact, that men, so far from permanently benefiting themselves at the expense of others, can do so only by doing good to others, no matter what may be the nature of their occupation. They see clearly, that every man, while working out his plans for his own advancement, is at the same time—though quite unintentionally, and often unconsciously—contributing to the advancement of others;—to the public good; that God has so interwoven men's interests, that no man liveth, nor *can* live, to himself alone. They learn that there can be no clashing of *real* interests; that the interests of all classes, even the most opposite, such as masters and men, and producers and consumers, are concurrent,—*identical*, instead of antagonistic, else civilization would be impossible.

Great value
of Social
Economy as a
means of
religious
culture.

They see, too, that the tendency of all legitimate social arrangements is, to bring about universal peace, prosperity, and happiness. These valuable lessons are learnt by the consideration of such industrial phenomena as the following :—Most masters are ever on the alert to avail themselves of means for reducing the cost of producing their goods, that they may thereby reduce their price, and so ensure a more extended custom, and larger aggregate profits. It is clearly to their interest to do this : it is also to the interest of their workpeople ; for such a reduction in price, causing an increase in the demand, gives rise to an increased demand for labour, and so causes an increase in its price,—in *wages*. In other ways too, it is shown that the masters' and men's interests are identical. The farmer directs all his energies to the production of large crops, it being to his interest to obtain them ; it is also to the interest of the public that he should do so ; in serving himself, he serves them. Every other producer, whether of raw material or of manufactured goods, strives to produce the largest possible amount of his particular commodity, with the means at his disposal ; by doing so, he benefits himself and the public. Thus it is seen that the interests of producers and consumers run in the same direction. Dealers, who come between producers and consumers, buy in the cheapest and sell in the dearest market ; evidently they benefit *themselves* by such a course of proceeding. They benefit *others* also, by taking commodities out of the market when they are *least* wanted, and bringing them into market when they are *most* wanted ; they equalise the markets, price, and consumption.—Commerce is seen to be accompanied by great pecuniary benefit, and by civilising and friendly influences ; but its existence depends upon the existence of peace.—The Atlantic telegraph was projected to subserve the private, pecuniary interests of the projectors ; but it could do so only by subserving the interests of those for whose use it was established.

The consideration of these and other such facts, is always found to awaken deep thoughtfulness, to excite the wondering admiration of the pupils, and profound gratitude to God, who has so wonderfully, so wisely, and so benevolently ordered all men's social arrangements, that their successful operation to the individual adds to the public good ; and that universal peace, prosperity, and happiness, must be the results of their ultimate perfection. Reflection of this kind has done much to prove to the pupils the *reality* of God's government of the affairs of men, and the infinite beneficence of that government. In doing so, it has excited, as already said, their veneration of, and love for God, and so has served an important *religious* purpose.

Lastly, instruction in Morals is made conducive to religious training. The pupils are told that every rational being has certain moral duties to perform, and therefore they have *theirs*. These duties, they have already been taught, are, to love and obey their parents; to be honest, truthful, kind, and obliging to all; to restrain every inordinate passion and taste; and to train themselves in habits of cleanliness, diligence, punctuality, self-reliance, perseverance, and self-respect. And their religious emotions are aroused by the discovery of the gratifying fact that God has made the faithful performance of these duties a *pleasure* instead of a *task*. This is easily shown by reference to their own experience, which has already taught them how great a pleasure is in store for those who successfully resist every temptation to lie, steal, or commit any other immoral act. It has taught them that a generous deed is never performed, nor a kind, sympathising word spoken, that is not followed by a feeling of pure, joyous satisfaction, which far more than compensates for the self-sacrifice made to perform it, and that thus the "quality of mercy" is indeed "twice blessed." By a close investigation, the experience of a few of the eldest scholars has been made to yield this important lesson—that the pleasures of self-restraint often outweigh those of self-indulgence; that few acts of self-gratification result in such intense satisfaction as is consequent upon resolute self-denial—the consciousness of having faithfully performed a difficult duty. In this way, by showing that God has mercifully made our duties to be pleasures, the scholars have their gratitude and love to God strongly exercised, and so they become, for the time at least, *devotional*, and it is believed that the very frequent exercise of their veneration, gratitude, and love, is doing much towards making them habitually so.

Mode in which
Moral
instruction
contributes to
religious
education.

The moral and religious training of the scholars may be thus epitomised. They learn that they have certain duties to perform towards themselves, towards others, and towards God: that the performance of their duties towards themselves—their bodies, minds, and moral natures—will do much to enable them to discharge their duties towards others; and that only by faithfully discharging their duties towards themselves and others, can they discharge the duties they owe to God. They learn, too, that their happiness, in every stage of life, will depend upon the faithful performance of duty; and that God, in his infinite mercy, has so formed us that, besides reaping the benefits that follow the discharge of duty, the act of discharging it shall itself be a pleasure.

Epitome of
the moral and
religious
training.

In conclusion, the moral and religious instruction is more frequently

Objects of
instruction in
natural
religion.

given in combination with the secular than otherwise. Every opportunity that naturally presents itself for giving such instruction is made use of; hence opportunities seldom have to be sought. By such a course, some of the advantages of systematic instruction are lost; but it is believed that greater advantages are gained. The objects of all instruction in natural religion, are, to prove that God *does* govern the world, and that He governs it in infinite wisdom and goodness;—to induce a strong, abiding faith in this wisdom and goodness, and veneration and love for them;—to see an ever-present deity in all God's works, and to recognise in Him an all-wise, all-merciful Father and Friend.

To a partial, but very pleasing extent, this has been done; and more is being done, so that the scholars may grow up thoroughly imbued with that devotional frame of mind, which is the foundation of all religion, and an inexhaustible and *indeprivable* source of the most elevating joy, because the result of careful, intelligent inquiry, and of consequent deep-rooted *conviction*.

B. TEMPLAR.

APPENDIX.

TABULAR REPORT *from August 28th, 1856, to August 28th, 1858.*

TABLE A.

Admitted during the two years, 268.

Amount of Time the above had spent in previous Day-schools, with partial account of Reading Ability on admission.

AGE.	Had been to no previous school.	Less than half a year.	3 to 1 year.	1 to 2 years.	2 to 3 "	3 to 4 "	4 to 5 "	5 to 6 "	6 to 7 "	7 to 8 "	Did not know the letters.	Unable to read monosyllables.
6 to 7	1	6	5	3	2	1	..	..	..	..	17	..
7 to 8	13	14	11	11	12	5	3	..	..	..	51	9
8 to 9	9	11	7	18	11	6	2	1	..	..	34	11
9 to 10	3	7	13	14	4	4	1	4	..	..	15	11
10 to 11	3	4	5	5	6	6	2	3	..	..	8	5
11 to 12	1	1	3	5	6	1	..	3	1	..	1	4
12 to 13	..	..	1	2	1	..	..	2	1	..	1	..
13 to 14	1	..	..	1	..	..	1	..	..	1	1	..
TOTAL	31	43	45	59	42	23	9	13	2	1	128	40

TABLE B.

Number of the above 268 Scholars attending the following Sunday Schools :—

Church of England	114	Unitarian	3
Various denoms. of Methodists....	54	Baptist	2
Roman Catholic	39	Swedenborgian	4
United Presbyterian	14	Jewish	1
Independent	11	None	16
Society of Friends	10		
			<hr/> 268

Attending Sunday School, 252. Not attending, 16.

Showing that 94 per cent. attend.

TABLE C.

Withdrawn during the two years 322

Causes of Withdrawal.

Went to work	153	Sent to other schools.....	11
Removed to a distance	79	Died	4
Dismissed for irregularity.....	34	Went into the Workhouse.....	3
Personal or domestic sickness	18		
			<hr/> 322

Ages at which those left who went to Work.

8 to 9 years .. 5	10 to 11 years.. 43	12 to 13 years.. 20	14 to 15 years.. 3
9 to 10 " .. 21	11 to 12 " .. 43	13 to 14 " .. 18	
			<hr/> 153

Number of Boys admitted from the commencement, August 28th, 1854..946

Ditto withdrawn ditto ditto ..631

Ditto now in the school315

Classification of the 315 Boys now in the School.

TABLE D.—READING.

Learning to read	38
Can read monosyllables easily	78
Reading Irish Lesson Book, No. 2.....	39
“ First Sequel to ditto	37
“ First half of Chambers's “ Rudiments of Knowledge,” and Templar's “ Social Economy”	36
“ Second half of ditto and “ Social Economy”	39
“ Chambers's “ Introduction to the Sciences,” and Templar's “ Social Economy”	48

TABLE E.—WRITING.

On Slates... { Learning to write.....	38
{ Can write monosyllables from dictation.....	78
On Paper... { Can write descriptions of their dress, &c....	112
{ Can write abstracts of lessons from memory..	87

TABLE F.—ARITHMETIC.

Learning to cipher	38
Doing Addition, Simple and Money	52
“ Subtraction, ditto and Profit and Loss	26
“ Multiplication, ditto and Shop Bills	39
“ Division, ditto and Barter and Exchange.....	73
“ Weights and Measures (all four rules)	63
“ Vulgar Fractions, Simple Proportion, and Practice.....	15
“ Decimal Fractions.....	9

TABLE G.

Receiving instruction in Grammar	160
“ “ Geography	160
“ “ Outline Drawing	80
“ “ Physiology and Physical Science	48
“ “ Social Economy	123

TABLE H.

Monthly Average Attendance for the Two Years.

1856-7.	Present	Out of	1857.	Present	Out of	1858.	Present	Out of
September	314	345	May	261	284	January ..	297	320
October ..	294	318	June	269	294	February..	287	309
November	302	323	July	272	301	March	275	300
December	303	329	August ...	268	294	April	300	326
January ..	294	319	September	265	286	May	292	216
February..	283	304	October ..	273	297	June	266	303
March	293	318	November	287	307	July	254	291
April	273	297	December	305	326	August ...	273	304

Average for the whole period, 283 out of 309, or 92 per cent.

1857.			RECEIPTS.			1856.			PAYMENTS.		
£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
Sep. 30.—Subscriptions and Donations from 1st Oct., 1856..			608	2	0	Sep. 30.—Balance due to Treasurer			£32	15	5
Cash for Copy Books sold			14	11	1½	Less—Balance in the Bank			0	17	7
Bank Interest			1	1	11	1857.			31	17	10
						Sep. 30.—Salaries of Master and Assistants			362	12	6
						Rent of School Rooms			70	0	0
						School Stationery and Apparatus, Printing and					
						Advertising.....			57	2	10½
						School Furniture and Tradesmen's Bills			7	14	10
						School Cleaning, Coals, &c.....			21	11	10
						Sundries			3	4	3
						Balance with Bankers			£51	19	6
						" in hand.....			17	11	5
									69	10	11
									£623	15	0

1857.			1858.		
£.	s.	d.	£.	s.	d.
Sep. 30.— <i>Balance brought down</i>			Sep. 30.— <i>Salaries of Master and Assistants</i>		
69	10	11	402	8	2
<i>Subscriptions and Donations from 1st Oct., 1857..</i>			<i>Rent of School Rooms</i>		
447	10	0	65	0	0
<i>Cash for Copy Books sold</i>			<i>School Stationery and Apparatus, Printing and</i>		
12	7	10	<i>Advertising</i>		
<i>Bank Interest</i>			32	5	6
1	0	2	<i>School Furniture and Tradesmen's Bills</i>		
<i>Balance due to Treasurer</i>			8	11	0½
£ 29	12	4	<i>School Cleaning, Coals, &c.</i>		
<i>Less—Balance in Bank</i>			21	3	8
27	19	8	<i>Sundries</i>		
—————			2	13	2½
1	12	8	<hr/>		
<hr/>			<hr/>		
£532 1 7			£532 1 7		

Examined and certified by
CHILD, FITZGERALD, AND TAYLOR,
PUBLIC ACCOUNTANTS, MANCHESTER.

Dec. 10th, 1858.



SUBSCRIPTIONS.

	1853.		1854.		1855.		1856.		1857.		1858.	
	£.	s. d.	£.	s. d.	£.	s. d.	£.	s. d.	£.	s. d.	£.	s. d.
A Friend, per Dr. W. B. H.	50	0 0
Adams Samuel, 10, North-street	1 0 0	..	....	..	....	..	1 0 0	..	1	0 0
Affleck and Mc.Kerrow, Mosley-street	1 0 0	..	....	..	....	..	....	..	....	..
Ainsworth G. M., 41, John Dalton-street	1 1 0	..	....	..	1 1 0	..	1 1 0	..	1	1 0
Aitken Brothers, 62, George-street	1 0 0	..	1	0 0
Aitken Thomas, 62, George-street	0 10 0	..	0 10 0	..	0 10 0	..	....	..	....	..
Anderton William, New Bailey Bridge	0 2 6	..	0 2 6	..	0 2 6	..	0	2 6
Angell J., Mechanics' Institution, David-street	0 2 6	..	0	2 6
Appleby John, 37, George-street	1 1 0	..	1	1 0
Appleby Joshua, 12, Todd-street	0 5 0	..	0 5 0	..	0 5 0	..	0 10 0	..	0	5 0
Arensberg Julius, 131, Oxford-street	0 2 6	..	0	2 6
Armitage Sir Elkanah, Priory, Pendleton	10 0 0	..	....	..	10 0 0	..	....	..	....	..	....	..
Armitage S. F., 1, Parker-street	1 0 0	..	....	..
Ashton John, 36, Withy-grove	0 5 0	..	....	..	....	..	....	..
Ashton Robert, 71, George-street	5 0 0	..	....	..	....	..	....	..
Ashton Thomas, 20, York-street	10 0 0	..	....	..	....	..	10 0 0	..	....	..	....	..
Ashworth Joseph, Pendleton	1 1 0	..	2 2 0	..	2 2 0	..	20 0 0	..	10	0 0
Ashworth Thomas, 42, Spring-gardens	1 0 0	..	1 0 0	..	1 1 0	..	5 0 0	..	5	0 0
Aspden Richard, 92, Mosley-street	0 5 0	..	0 5 0	..	0	5 0
Banning Joseph, 27, Cannon-street	0 5 0	..	....	..	0	5 0

	1853.	1854.	1855.	1856.	1857.	1858.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Drinkwater William, Deal-street, Salford	1 1 0 ..	1 1 0 ..	1 1 0 ..	1 1 0 ..
Duckley H., "Examiner and Times" Office	0 5 0 ..	....
Edgill W. N., Cheetham	0 5 0 ..	0 5 0 ..	....	0 5 0 ..	0 5 0 ..
Emmott Thomas, Oldham	2 2 0 ..
Evans Edward, 1, Rook-street	0 10 0 ..
Faulkner Samuel, 125, Travis-street	0 2 6 ..	0 2 6 ..
Ferguson Walter, late 54, John Dalton-street	1 0 0 ..	....	....
Fildes Councillor John, 2, Marsden-street	1 1 0 ..	1 1 0 ..	....	....	2 2 0 ..
Findlater and Mackie, Exchange-arcade	10 0 0 ..	....	10 0 0 ..	15 0 0 ..	....	....
Flockton Joseph, Carpenter-street	0 10 0 ..	0 10 0 ..	0 10 0 ..	0 10 0 ..
Forshaw Thomas, 5, Marsden-street	1 1 0 ..	....	....	....	1 1 0 ..
Foster George, 63, Oxford-street	0 2 6 ..	0 10 0 ..	0 5 0 ..	0 5 0 ..	0 5 0 ..
Fowden William, 58, Fountain-street	1 0 0 ..	1 0 0 ..	1 0 0 ..	1 1 0 ..
Froggatt Robert, St. Andrews'-lane, Tib-street	0 10 0 ..	0 10 0 ..	0 10 0 ..	0 10 0 ..	0 10 0 ..
Furness William, 44, Great Bridgewater-street	0 2 6 ..
Geddes John, 4, Cateaton-street	0 5 0 ..	....	0 5 0 ..
Gilbody A. W., 53, Bridge-street	0 10 0 ..	0 10 0 ..	0 10 0 ..	....	....
Gill Thomas and Sons, 26, Cross-street	1 0 0 ..	1 0 0 ..	1 0 0 ..	....	1 0 0 ..
Gleaves Joseph, 8, Oldham-street	0 2 6 ..	0 2 6 ..
Golland Walker	1 1 0 ..	....	....	....	....
Goodall Edward, 15, King-street	1 0 0 ..	1 0 0 ..	1 0 0 ..	....
Goodier, Krauss, and Co., 12, Cross-street	0 10 0 ..	....	0 10 0 ..
Greaves James, Ducie-street	1 1 0 ..	1 1 0 ..	....
Greenhalgh Moses, 45, High-street	1 0 0 ..	....	....	....	1 0 0 ..
Greening Benjamin, Church-gates	0 5 0 ..	0 5 0 ..	0 2 6 ..	....	....
Grundy C. S., 7, Mosley-street	1 0 0 ..	1 0 0 ..
	1 0 0 ..	2 2 0 ..	2 2 0 ..	2 2 0 ..

	1853.	1854.	1855.	1856.	1857.	1858.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Tillingworth James, 119, London-road	0 2 6	..	....
Ingham Samuel, 16, Chorlton-street	0 5 0	0 10 0	0 10 0	0 10 6
Ireland Alexander and Co., Pall Mall	1 0 0	1 0 0	1 1 0	2 2 0	2 2 0
Jackson Robert, Knoll-terrace, Higher Broughton	2 2 0
Jackson Theophilus, Albion Buildings, Tib-street	1 0 0	1 0 0	1 1 0	2 2 0	2 2 0
Johnson Richard, 27, Dale-street	1 1 0	....	1 1 0	....	1 0 0
Johnson Thomas, 39, Hanging Ditch	2 0 0	2 2 0	2 0 0	....	2 0 0
Johnson Thomas	1 1 0	....	....	....	....
Johnson W., 1, George-street	0 5 0	0 5 0	0 5 0	0 2 6	....
Johnson W. H., Clarence Chambers	0 2 6	....
Jones William, Mount-street, Ancoats	0 10 6	0 10 6	0 10 0	....
Joynson John, 17, Hardman-street	0 10 0	0 10 0	0 10 0	0 10 0
Keighley W. J., 15, Dickinson-street	1 1 0	1 1 0
Kilvert N., 234, Deansgate	0 10 6	0 10 0	0 10 0	0 10 0
King James, 29, George-street	0 10 0	0 10 0	0 10 0	....	0 10 0
King Councillor John, Chepstow-street	1 1 0	2 0 0	1 1 0	....	1 1 0
King Miss Rachel, Moss House, Rochdale	3 0 0	....	....	....
King Samuel, St. Ann's-square	0 10 0	0 10 0	....	0 10 0
Kirkham John, 74, Port-street	0 10 0	....	....
Kitchen Vernon, 24, Oxford-street	0 5 0	0 5 0	0 5 0	0 5 0	0 5 0
Kitson Joshua, Oldfield-road, Saltord	0 5 0
Lang Benjamin, Ordsal Gardens	0 10 0
Langworthy Alderman E. R., Mosley-street	10 0 0	10 0 0	10 0 0	15 0 0	....	....
Langworthy George, Greengate Mills, Salford	5 0 0	5 0 0
Lauder James, 58, Phoenix-street	0 5 0	0 5 0
Lawson John, Windmill-street	0 10 0	0 10 0	....	0 10 0
Tees Abraham, 109, Market-street	0 5 0	0 5 0	....	....	0 5 0

Leppoe H. J., 4, Cooper-street	10	0	0	..	....	..	10	0	0	..	25	0	0	..	10	0	0	..	20	0	0
Longdon Robert, 63, King-street .....	....	....	....	..	....	..	....	..	....	..	....	..	....	..	0	5	0	..	0	5	0
Lowe F. V., 35, Church-street .....	....	....	....	..	....	..	1	1	0	..	1	1	0	..	1	1	0	..	1	1	0
Lowe R. H., 26, Fountain-street .....	....	....	....	..	....	..	....	..	....	..	1	0	0	..	....	..	....	..	....	..	....
Lucas John, 12, East Market-street .....	....	....	....	..	....	..	0	2	6	..	....	..	....	..	....	..	....	..	....	..	....
Lyle Hugh, Deansgate .....	....	....	....	..	....	..	0	2	6	..	....	..	....	..	....	..	....	..	....	..	....
Lyon Mrs., Acomb-street.....	....	....	....	..	....	..	....	..	....	..	....	..	....	..	....	..	....	..	5	0	0
Mc. Call William, 60, Spring Gardens .....	....	....	....	..	....	..	0	10	6	..	....	..	....	..	....	..	....	..	....	..	....
Mc. Kerrow John, Greenheys .....	....	....	....	..	....	..	....	..	....	..	....	..	....	..	0	10	6	..	....	..	....
Mc. Kerrow William, D.D., Acomb-st., Greenheys .....	....	....	....	..	1	0	0	..	0	10	0	..	....	..	....	..	....	..	....	..	....
Mackie Ivie, Mayor of Manchester .....	....	....	....	..	....	..	....	..	....	..	....	..	....	..	10	0	0	..	10	0	0
Martindale, Mrs. M. H., Moss House, Rochdale ..	....	....	....	..	....	..	3	0	0	..	2	0	0	..	....	..	....	..	5	0	0
“ “ “ donation .....	....	....	....	..	....	..	....	..	....	..	....	..	....	..	....	..	....	..	10	0	0
Mather Colin, Deal-street, Salford .....	....	....	....	..	....	..	1	0	0	..	....	..	....	..	1	0	0	..	1	0	0
Measham Gilbert, 285, Ancoats-street.....	....	....	....	..	....	..	0	2	6	..	0	2	6	..	....	..	....	..	0	2	6
Mendel Samuel, 36, Cooper-street	1	1	0	..	1	1	0	..	1	1	0	..	3	3	0	..	3	3	0
Merrick Josiah, 29, Booth-street .....	....	....	....	..	....	..	0	10	0	..	0	10	0	..	....	..	....	..	1	1	0
Meyer Adolph, 2, Lloyd-street .....	....	....	....	..	....	..	....	..	....	..	....	..	....	..	....	..	....	..	5	5	0
Meyer S. A., 18, Lever-street.....	....	....	....	..	....	..	0	10	0	..	....	..	....	..	1	1	0	..	1	0	0
Micholls Horatio, 7, Nicholas-street.....	....	....	....	..	....	..	....	..	....	..	....	..	....	..	1	0	0	..	1	1	0
Mills John, 518, Rochdale-road.....	....	....	....	..	....	..	....	..	....	..	....	..	....	..	0	4	0	..	0	4	0
Milnes George, 50, Cross-street.....	....	....	....	..	0	5	0	..	0	10	0	..	0	10	0	..	....	..	....	..	....
Mitchell Alexander, 50A, Fountain-street .....	....	....	....	..	1	1	0	..	1	1	0	..	....	..	0	10	6	..	0	10	6
Modera Frederick, 2, London-road	1	0	0	..	1	0	0	..	1	0	0	..	3	0	0	..	3	3	0
Mosley William .....	....	....	....	..	0	10	0	..	....	..	....	..	....	..	....	..	....	..	....	..	....
Nathan and Singleton, 5, Dale-street .....	....	....	....	..	....	..	0	10	0	..	....	..	....	..	....	..	....	..	....	..	....
Nathan N. P., 2, Lloyd street.....	....	....	....	..	....	..	....	..	....	..	....	..	....	..	1	1	0	..	1	1	0
National Public School Asso., late 59, King-st(don)	....	....	....	..	....	..	....	..	....	..	....	..	....	..	150	0	0	..	....	..	....

	1853.	1854.	1855.	1856.	1857.	1858.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Neild Alderman	1 0 0	1 0 0	2 2 0
"	1 0 0
Nelson J. E., Messrs. Watts and Co., Portland-street	1 0 0	1 0 0
Nicholls J. A., Chapel-street, Ancoats	5 0 0	5 0 0	5 0 0
Noar W. H., 22A, High-street	0 10 0	....	....
Ogden Henry, Lower King-street	0 10 0	....	0 10 6
Ogden Samuel, 20, Rook-street	1 0 0	1 1 0	1 1 0	1 0 0
Operative Carpenters and Joiners' General Union	0 10 0	....	....	....
Owen Joseph, 20, Hanging Ditch	1 0 0	....	1 0 0
Packers' Society No. 1, 69, George-street	1 0 0	1 0 0	1 0 0
Parkyn John, 13, New Brown-street	0 10 0	0 10 0	0 10 0	....	0 10 0
Payne James, 19A, Spring Gardens	0 5 0	0 5 0	0 5 0	0 5 0	0 5 0
Peiser John, 63, George-street	1 1 0	1 1 0	....	....	....
Pender John, Mount-street	1 0 0	....
"
"	5 5 0	....
Pennington Frederick, Corporation-street	2 2 0	2 2 0	2 2 0	2 2 0
Philips Mark, Snitterfield, Warwickshire	10 0 0	....	10 0 0	15 0 0	20 0 0	20 0 0
Philips R. N., M.P., The Park, Prestwich	10 0 0	....	10 0 0	15 0 0	20 0 0	20 0 0
Philips R. A., 30, Cooper-street	0 5 0	0 5 0
Phythian Joseph, 3 and 5, Charter-street	1 0 0	....	....	0 10 0	0 10 0
Porter William, 81, Long Millgate	0 5 0	....	0 5 0
Potter Edmund, F.R.S. Charlotte-street	10 0 0	....	10 0 0	10 0 0	10 0 0
Potter Sir John, Knt., M.P., 1, George-street	10 0 0	....	10 0 0	15 0 0	20 0 0	20 0 0
Potter T. B., 1, George-street	10 0 0
Powell W. F., 35, Church-street	1 1 0	1 1 0	....	....	....
Preen Joseph, 97, London-road	0 5 0	0 2 6

Rawlins J. H., Wrexham.....	.....	2	2	0	..	....	..	....	..	....	..	....	..	....
Reiss James, Cross-street .....	.....	.....	..	.....	..	5	0	0	..	5	0	0	..	....
Reiss Leopold, Cross-street .....	.....	.....	..	.....	..	5	0	0	..	5	0	0	..	....
Reynolds J. H., 14, Princess-street .....	.....	.....	..	.....	..	.....	..	.....	..	0	10	0	..	....
Roberts W. P., Princess-street .....	.....	0	10	0	..	.....	..	.....	..	.....	..	.....	..	....
Robinson F., Cross-street .....	.....	.....	..	.....	..	1	0	0	..	.....	..	.....	..	....
Robinson George, 18, St. Ann's-square.....	.....	.....	..	.....	..	.....	..	.....	..	3	3	0	..	3 3 0
Robinson S. P., Newall's Buildings .....	.....	.....	..	.....	..	.....	..	.....	..	5	0	0	..	1 1 0
Rostron Edward, 7, Friday-street .....	.....	.....	..	.....	..	.....	..	.....	..	0	10	0	..	0 10 0
Routh O. F., Willow, Hawes, Yorkshire .....	.....	.....	..	.....	..	.....	..	.....	..	.....	..	.....	..	2 2 0
Royse F., 11, Fairfield-street, Cheetham .....	.....	.....	..	.....	..	0	10	0	..	.....	..	.....	..	.....
Rudkin E., late 163, Deansgate.....	.....	.....	..	.....	..	.....	..	0	5	0	..	.....	..	.....
Rudkin Thomas, 216, Deansgate .....	.....	.....	..	.....	..	0	5	0	..	.....	..	0	5	0 5 0
Salter Joseph, 2, Elizabeth-street.....	.....	.....	..	.....	..	.....	..	.....	..	1	0	0	..	1 0 0
Samson Henry, 4, Cooper-street .....	.....	.....	..	.....	..	.....	..	.....	..	5	0	0	..	5 0 0
Saunterthwaite Thomas, Bolton-le-Moors .....	.....	.....	..	.....	..	1	0	0	..	.....	..	.....	..	1 0 0
Saunterthwaite William, Piccadilly.....	.....	.....	..	.....	..	0	10	0	..	0	10	0	..	0 10 0
Saul C. J., 26, Booth-street .....	.....	.....	..	.....	..	1	0	0	..	2	0	0	..	5 0 0
Scarr, Petty, and Coulborn, St. Ann's-square .....	.....	1	1	0	..	1	1	0	..	.....	..	.....	..	1 1 0
Schumek Martin, Peter-street	10	0	0	..	.....	10	0	0	..	15	0	0	..	50 0 0
Sellers John, 64, Faulkner-street .....	.....	1	1	0	..	1	1	0	..	.....	..	.....	..	.....
Shatwell G. B., 7, Back Alley, Turner-street .....	.....	.....	..	.....	..	.....	..	.....	..	.....	..	0	5	0 2 6
Shatwell William, “ .....	.....	.....	..	.....	..	0	2	6	..	0	2	6	..	0 2 6
Shawcross Edward, 5, Booth-street .....	.....	.....	..	.....	..	.....	..	.....	..	.....	..	1	0	1 0 0
Shipman R. M., 64, Fountain-street.....	.....	2	2	0	..	2	18	0	..	5	0	0	..	10 0 0
Shuttleworth Alderman John, Bowdon .....	.....	.....	..	.....	..	0	10	6	..	0	10	6	..	0 10 6
Simms Charles and Co., 50, Pall Mall .....	.....	0	10	6	..	.....	..	.....	..	0	5	0	..	.....
Simpson J. P. James, Foxhill Bank, Acerrington..	10	0	0	..	.....	10	0	0	..	15	0	0	..	20 0 0

	1853.	1854.	1855.	1856.	1857.	1858.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Skinner William, 33, Chorlton-street	0 10 0 ..	0 10 6 ..	....	....	....
Slagg John, 12, Pall Mall	1 1 0 ..	1 1 0 ..
Smith Warwick, 15, John-street	1 0 0 ..	....	....	....
Spencer W. H., 5, Spring Gardens	0 5 0 ..	0 5 0 ..	0 5 0 ..	0 5 0 ..
Steiner Frederick, 47, Fountain-street	10 0 0 ..	....	10 0 0 ..	15 0 0 ..	10 0 0 ..	10 0 0 ..
Steinthal and Co., 47, Peter-street	1 1 0 ..	1 1 0 ..	1 1 0 ..	....	....
Steinthal H. M., 47, Peter-street	5 0 0 ..	5 0 0 ..
Stell W. S., Bank of Manchester	10 0 0 ..	....	10 0 0 ..	15 0 0 ..	....	....
Strauss H. S., 37, Lloyd-street	3 3 0 ..	3 3 0 ..
Stuart Robert, Ardwick House	20 0 0 ..	....	10 0 0 ..	10 0 0 ..
Sutton James, Zara-street	0 5 0 ..	0 5 0 ..	....	0 5 0 ..
Swallow John, 13, Watling-street	0 5 0 ..	0 5 0 ..
“ “ Newmarket-lane, a Friend, per	0 5 0 ..	0 5 0 ..	....	....
Swallow Jonathan, 5, Phoenix-street	1 0 0 ..	1 0 0 ..
Swanwick Thomas, Cross-street	1 1 0 ..	1 1 0 ..	....	....
Swarbrick S., Derby	3 3 0 ..	....	1 0 0 ..
Syddall Benjamin, 34, Mosley-street	2 2 0 ..	....	3 3 0 ..	3 3 0 ..	....
“ “ “	5 0 0 ..	5 0 0 ..
“ “ “
Syddall Benjamin, a Friend, per	1 0 0 ..	....	1 0 0 ..
Syddall James, 34, Mosley-street	1 0 0 ..
Taylor Edward, 21, Gore-street, Salford	1 0 0 ..	2 0 0 ..	1 0 0 ..	1 0 0 ..
Taylor Francis, 1, George-street	0 2 6 ..	0 2 6 ..
Taylor George T., 62, George-street	1 1 0 ..	....	1 1 0 ..	....	1 1 0 ..
Taylor Henry, 10, Charlotte-street	0 5 0 ..	0 5 0 ..	....	0 10 0 ..	0 10 0 ..
Taylor Richard, Bank, St. Ann's-street	0 5 0 ..	....
Taylor, Garnett, and Co., Strutt-street	0 10 6 ..	0 10 6 ..	0 10 6 ..	0 10 6 ..
Taylor, Garnett, and Co., Strutt-street	5 0 0 ..	....	....	....	....
Taylor, Garnett, and Co., Strutt-street

(3 years)

	1853.	1854.	1855.	1856.	1857.	1858.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Woodcock William, 16, Back-square	10 0 0	..	..	20 0 0	5 0 0	2 0 0
Woolley late Councillor J., 69, Market-street	1 0 0	..
Worthington Thomas, 31, Church-street	0 5 0	0 10 0	..
Wrigley Thomas, 32, Princess-street	5 0 0	..	..	..	5 0 0
W. S.	0 2 6	..	0 2 6
Yates Miss, Woodland-rd., Aigburth, Liverpool..	1 0 0
Ydlibi Abdoullah, 87, Fountain-street.....	0 5 0	0 2 6
Young Robert, 45, Oldham-street.....	1 1 0	..	1 1 0	1 1 0
Zigomala J. C., 40, Minshull-street	5 0 0	2 0 0

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THE

FOURTH REPORT

OF THE

MANCHESTER

MODEL SECULAR SCHOOL,

FOR

THE YEAR ENDING SEPTEMBER, 30, 1859.

READ AND ADOPTED AT A MEETING OF THE SUBSCRIBERS,
HELD NOVEMBER 2ND, 1859.

MANCHESTER:

TAYLOR, GARNETT, EVANS & Co., PRINTERS, "GUARDIAN" OFFICE.
1859.

Committee
FOR THE YEAR 1859-60.

Mr. H. J. LEPOC, TREASURER.

Mr. R. M. SHIPMAN, HON. SECRETARY.

Messrs. ASHTON THOMAS,	Messrs. PHILIPS ROBERT N.,
„ ASHWORTH JOSEPH,	„ SAUL C. J.
„ ASPDEN Councillor Rd.	„ SHIPMAN R. M.,
„ BAZLEY THOMAS, M.P.	„ SYDDALL BENJAMIN,
„ COOKE THOMAS,	„ TAYLOR FRANCIS,
„ HAMPSON FRANK,	„ WADSWORTH GEORGE,
„ JOHNSON THOMAS,	„ WATTS Dr. JOHN,
„ KING Councillor J., jun.,	„ WHITWORTH JOSEPH,
„ LEPOC HERMAN J.,	„ WINTERBOTTOM A.,
„ Mc. KERROW Rev. Dr.,	„ WOOD W. RAYNER.

HEAD MASTER, Mr. B. TEMPLAR, C.M.,

ASSISTANT MASTERS, Mr. CASSIDY,

„ „ MORTON,

„ „ ALLANSON,

HONORARY MASTER, „ HAWORTH.

REPORT.

IN presenting this, their fourth report, the Committee of the Model Secular School feel great pleasure in being able to congratulate its friends and supporters upon the increasing success of this important institution. During the five years of its existence it has never, they believe, been so efficient as it now is.

The present temporarily favourable financial position of the school is mainly owing to the very liberal and *repeated* donations of £50 each, from Mr. Ellis, of London, and Mr. Schunck, of this city. To these gentlemen, and to all the subscribers and donors, the Committee tender their thanks for the means of carrying on an institution, than which, they believe, there is none more deserving of support for its own sake, or which will ultimately contribute more to the public good; since, by taking more than three hundred educationally destitute children off the streets, and training them as they are here trained, it not merely saves them from the dangers of ignorance and street teaching, but does very much towards making them good citizens. This being the undoubted tendency of the training which the pupils receive, the Committee feel that they can confidently appeal to the public for continued support.

The Committee trust that the balance in favour of the school will not prevent their receiving new or increased subscriptions or donations, as the very liberal donations just referred to, were made specially to supply a deficiency in the means of carrying on this excellent institution. As all the donations are somewhat uncertain of renewal, and as these amount to £109. 8s. 6d., or nearly one-fifth of the school's income, there is a clear necessity for an increased number of subscribers, a necessity which the Committee hope will not only bring them new subscriptions, but induce those friends who are now donors to become regular subscribers.

The desire of the Committee to present as brief a report as possible, after the elaborate report of last year, obliges them to refer to that report,—copies of which may still be had by applying to Mr. Templar, at the school,—and to its predecessors, for illustrations of the necessitous circumstances of the children attending this school. Other examples, equally striking and numerous, might easily have been given this year, but for the reason just stated, the Committee refrain from saying more than that nearly every scholar would be running the streets if he were not attending this school.

For an account of the subjects taught in the school, and the manner of teaching them, the Committee refer to Mr. Templar's report, which was embodied in that of last year, and which he will be glad to present or forward to anyone applying for it. That report shows that the course of instruction and mental discipline which the pupils undergo is well calculated to produce intelligent, industrious, observant, reflective, and well-conducted men. The whole of the school training is, in every sense of the word, thoroughly *practical*; for it first clearly shows to the scholars what are the duties of life they will have to discharge, and then, as far as it can, provides them with the motives and means for doing them.

To say nothing of the very valuable instruction which the scholars receive here, the Committee feel that in taking more than three hundred poor children from the haunts of vice, or from such homes as they have, and bringing them within a comfortable, cheerful, well-ordered building, and under the moral influence of a school, where cleanliness, order, industry, and kindness, are ruling virtues, they are doing an amount of good which it would be difficult to estimate. It is very gratifying to the Committee to see visitors bear such repeated testimony to these two things:—the practical nature of the instruction given here, and the high moral tone that prevails.

The high estimation in which parents hold the school, is shown by their eagerness to get their children admitted, and by the regularity with which they send them when admitted. Ever since the establishment of the school, the applications for admission have been far more numerous than could be entertained; and this, not only because the

instruction is *free*, but because it is *good*. This is shown by the fact that many parents have come to the school offering to pay "a good school wage" to get their children admitted, and have gone away very sorry when told that the school is for those only who have not the power to pay. The regularity of those admitted, is, as far as the Committee can ascertain, quite unprecedented in even the best pay-schools. For the past year, as shown by table H in the appendix, the average attendance has been *ninety-three* per cent of all the scholars on the books. Lest anyone, referring to the fact stated in table C, that fifteen boys have been dismissed this year for irregularity, should fancy that fear of dismissal is the cause of this great regularity of attendance, it will be well to state that Mr. Templar has so rarely to hint at such a consequence of irregularity, that it cannot often be thought of by parents or children; and even if such a fear were constantly before the parents' minds, it would still show that they so highly value the privilege of sending their children to the school, that they think their continuance in it something worth striving for.

The Committee beg to call attention to the facts shown in table A, that out of the 233 boys admitted during the past year, 35 had never attended a day-school, and more than double that number had attended for less than a year; and that 152 out of the 233, or 65 per cent, were unable to read monosyllables. So wretched are the schools which some of the scholars have attended, that it is by no means uncommon for boys to present themselves, who, although they have attended school for four, five, and even *six* years, are yet unable to read!

The Committee regret to state that the continued regulations of the Committee of Council make it impossible for the school to participate in the parliamentary grant for education. These regulations are such that the school could at once share largely in it if the Committee were to discontinue the present excellent moral and religious instruction, and would but allow *one* and *the same* verse of scripture to be read daily in the school. But to do this, which would be the least dangerous and objectionable thing they could do with the Bible, they would have to act the hypocrite, and, by the mere introduc-

tion of that book, drive the Catholic children from the only school in the city, beside their own, which they can attend without offence. It is, perhaps, needless to say that until such purely nominal regulations are repealed, and they can receive aid with honour to themselves, and without prejudice to the scholars, the Committee will labour on under the disadvantages of their present isolated position, but not without doing what more they can towards the removal of the present objectionable minutes, which, in so many ways, prevent the increased efficiency of their school.

In conclusion, the Committee earnestly invite all persons interested in education to visit the school, and inspect its every-day operations, feeling assured that their visit will be as gratifying to them as it will be to the teachers, who are always pleased to receive visitors.

R. M. SHIPMAN,

HON. SECRETARY.

APPENDIX.

Tabular Report for the Year ending September 30th, 1859.

TABLE A.

Admitted during the year, 233.

Amount of Time the above had spent in previous Day-Schools, with a partial account of Reading Ability on Admission.

AGE.	Had gone to no previous Day-school.	Less than half a year.	$\frac{1}{2}$ to 1 year.	1 to 2 years.	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	Unable to read.
6 to 7	3	2	1	4	1	..	..	..	..	..	11
7 to 8	13	8	12	14	6	4	2	2	..	..	51
8 to 9	7	9	12	10	5	7	2	..	3	..	38
9 to 10	7	9	9	10	9	5	9	2	1	1	34
10 to 11	3	4	3	3	6	2	1	1	1	..	13
11 to 12	..	1	..	3	6	4	..	..	..	..	4
12 to 13	..	..	..	1	1	1	..	..	..	..	..
13 to 14	2	1	..	..	..	..	..	..	..	..	1
TOTALS.	35	34	37	45	34	23	14	5	5	1	*152

* 65 per cent of those admitted were unable to read.

TABLE B.

Number of the above 233 Scholars attending the following Sunday Schools :—

Church of England.....	116	Swedenborgian	6
Various Denomntns. of Methodists	42	United Presbyterian	5
Roman Catholic	17	None	13
Independent.....	16		
Society of Friends	10		
Unitarian.....	8		
			<hr/> 233

Attending Sunday School, 220. Not attending, 13.

In attendance, 94 per cent.

TABLE C.

Withdrawn during the year..... 193

Causes of Withdrawal.

Went to work	120	Sent to other Schools	2
Removed to a distance	45	Died	1
Dismissed for irregularity	15	Went into the Workhouse	1
Personal or domestic sickness ...	9		
			<hr/> 193

Ages at which those left who went to Work.

8 to 9 years... 2	10 to 11 years . 28	12 to 13 years . 21	14 to 15 years. 5
9 to 10 years.. 12	11 to 12 years . 37	13 to 14 years . 10	15 to 16 years. 5

Number of Boys admitted from the commencement, Aug. 28, 1854...1,179

Ditto withdrawn ditto ditto ... 824

Ditto now in the school 355

Classification of the 355 Boys now in the School.

TABLE D.—READING.

Learning to read.....	62
Can read monosyllables	88
Reading Irish Lesson Book, No. 2.....	37
“ First Sequel to ditto	38
“ Chambers’s “Rudiments of Knowledge” and Templar’s “Social Economy”	78
“ Chambers’s “Introduction to the Sciences,” and the second part of Templar’s “Social Economy”.....	52

TABLE E.—WRITING.

On Slates... { Learning to write	84
{ Can write monosyllables from Dictation...	66
On Paper... { Can write descriptions of their dress, &c...111	
{ Can write abstracts of lessons from memory 94	

TABLE F.—ARITHMETIC.

Learning to cipher	30
Doing Addition, Simple and Money.....	118
“ Subtraction, ditto and Profit and Loss	34
“ Multiplication, ditto and Shop Bills.....	36
“ Division, ditto and Barter and Exchange	46
“ Weights and Measures (all four rules).....	66
“ Fractional Arithmetic	20
“ Algebra	5

TABLE G.

Receiving instruction in	Grammar.....	168
"	" Geography	168
"	" Outline Drawing.....	78
"	" Physiology and Physical Science ...	52
"	" Social Economy	130

TABLE H.

Monthly average Attendance for the Year.

1858.	Present	Out of	1859.	Present	Out of	1859.	Present	Out of
October ...	297	323	February.	305	326	June	304	326
November.	305	329	March ...	331	355	July.....	285	317
December.	294	315	April.....	325	342	August....	301	325
January ...	310	332	May	306	328	September.	313	334

Average for the year, 306, out of 329, or 93 per cent.

The Treasurer in Account with the Model Secular School,

FROM OCTOBER 1st, 1858, TO SEPTEMBER 30th, 1859.

Dr.

Cr.

	£	s.	d.		£	s.	d.
To Subscriptions.....	479	10	6	By Balance due Sept. 30th, 1858		1	12 8
" Donations	109	8	6	" Salaries to head master and assistants	371	3	6
" Sale of Books.....	11	15	4	" Rent of premises	50	0	0
				" School books and apparatus	38	19	11
				" Collector's commission	22	14	8
				" Cleaning and warming	22	0	3
				" Printing and advertising	21	11	2
				" Tradesmen's bills	5	8	4
				" Sundries	2	11	9
					£536	2	3
				Balance in hand	64	12	1
					£600	14	4

Examined and found correct,

JOSEPH ASHWORTH, }
RICHARD ASPDEN, } AUDITORS.

SUBSCRIPTION LIST.

	£	s.	d.
Ashworth Thomas, 42, Spring Gardens	5	0	0
Ashworth Joseph, Gore Hill, Pendleton	5	0	0
Ashton Thomas, 20, York Street	10	0	0
Adams Samuel, 30, Miller Street	1	0	0
Ainsworth G. M., 41, John Dalton Street.....	1	1	0
Aitkin Brothers, 62, George Street.....	1	0	0
Angell John, Mechanic's Institution	0	5	0
Appleby John, 37, George Street	1	1	0
Appleby Joshua, 12, Todd Street	0	10	0
Arensberg Julius, 31, Market Street	0	2	6
Aspden Richard, Councilor, 92, Mosley Street	0	5	0
Atkins Thomas, 31, Back Mosley Street	0	5	0
Ashworth James, 51, Church Street	0	10	0
Bazley Thomas, M.P., Water Street	20	0	0
Banning Joseph, 27, Cannon Street	0	5	0
Barber David, 32, York Street	0	10	0
Barton Thomas, Albion Club, King Street	1	1	0
Bayley Henry, 5, Cheapside.....	1	1	0
Beckett J. M., 171, Deansgate.....	0	2	6
Bell John, 8, Greenwood Street.....	1	1	0
Bennett James, 39, Hanging Ditch.....	0	10	6
Binney E. W., 40, Cross Street	2	0	0
Binyon Thomas, St. Ann's Square	5	5	0
Bird Thomas, 32, Deansgate	0	2	6
Birks Dr. E. B., 106, Broad Street.....	0	5	0
Booth John, Patrieroft.....	1	1	0
Briggs Thomas, 5, Sussex Street.....	5	0	0
Brotherton Edward, 32, Fountain Street	1	0	0
Browne T. G., 3, Sickle Street	0	2	6
Brown W. S., 113, Market Street	0	10	6
Bruce Alexander, 67, Bridge Street	0	2	6
Behrens Jacob, 41, Portland Street	1	1	0
Bradford William, 57A, High Street	1	1	0
Barker T. H., 41, John Dalton Street	0	5	0
Beard Rev. Dr., Lower Broughton.....	0	5	0
Bowman Mrs. 215, Chester Road	0	5	0
Brooks Samuel, 92, King Street	1	0	0

	£	s.	d.
Briggs Rev. J., B.A., Broughton Lane	1	1	0
Binyons, Fryer, & Co., Chester Street.....	5	5	0
Chadwick —, per Dr. Me. Kerrow	5	0	0
Carver John, 32, Charlotte Street	1	0	0
Chadwick David, Town Hall, Salford.....	0	5	0
Chadwick Thomas, Clarence Buildings	0	5	0
Chadwick Thomas, Drake Street, Rochdale	1	0	0
Chisholme John, 27, Booth Street East	1	0	0
Coekshoot Joseph, Stevenson Square	0	10	0
Coekshoot Joseph, jun., New Bridge Street	0	10	6
Collie Alexander, 10, Stevenson Square	5	0	0
Cooke Thomas, Oxford Road Twist Company	5	0	0
Cook Thomas, 16, Great Ancoats Street.....	0	5	0
Copeland Henry, 13A, Bridgewater Place, High Street	0	10	0
Crowdson Wilson, Dacea Mills, Fleet Street.....	1	1	0
Cook Thomas, 11, St. Mary's Gate.....	0	2	6
Carver Brothers, Lower Mosley Street	3	3	0
Ditto (second subscription)	3	3	0
Candelet T. P., Lord Street	0	5	0
D'Hauregard & Co., 14, Little Lever Street	1	0	0
Diggles Thomas, 1, Cooper Street	1	0	0
Drinkwater William, Deal Street, Salford	1	1	0
Edmundson John, Cotham Street, Strangeways	1	0	0
Evans Edward, 1, Rook Street, Marble Street	0	10	0
Edgill W. N.....	0	5	0
Fletcher J. L., 27, Lever Street	0	5	0
Floekton Joseph, Carpenter Street	0	10	0
Forshaw Thomas, 5, Marsden Street	1	1	0
Foster George, 61, Oxford Street	0	5	0
Fowden William, 58, Fountain Street	1	1	0
Froggatt Robert, Andrew's Lane, Tib Street	3	3	0
Furniss William, 44, Gt. Bridgewater Street.....	0	5	0
Fielden David, 94, Chester Road	0	5	0
Grundy J. and E., 26, High Street	2	2	0
Ditto second	2	2	0
Geddes John, 4, Cateaton Street.....	0	5	0
Gill Thomas and Sons, 26, Cross Street	1	1	0
Gleaves Joseph, 8, Oldham Street	0	2	6
Goadsby Alderman, Albert Place	1	0	0
Goodall Edward, 15, King Street	0	10	0
Goodier, Krauss, and Co., 12, Cross Street	0	10	0
Grundy C. S., 4, Mosley Street	1	0	0
Galloway William, Knott Mill Iron Works	1	1	0
Galloway George, 10, Marble Street	1	0	0
Hibbert J. V., 35, Kennedy Street	0	10	0

	£	s.	d.
Hocken William, 13, York Street	1	1	0
Halsey Edward, Waterloo Hotel, Piccadilly.....	0	5	0
Hampson Frank, 63, King Street	2	2	0
Hanson Samuel, Todmorden	0	10	0
Harding George, 4, St. James' Square	0	5	0
Hargreaves William, 34, Craven Hill Gardens, Hyde Park, London	10	0	0
Harvey William, (Mayor,) Salford.....	1	0	0
Hesketh Henry, 100, Shudehill	0	5	0
Heywood Benjamin, 40, Gartside Street	0	5	0
Heywood John, 143, Deansgate	0	10	0
Hicken Joseph, 12, Brazennose Street	0	10	0
Higgin Edwin, 6, Back Turner Street	0	10	0
Hodgkinson James, Patricroft	2	0	0
Hodgson Dr. W. B., Fronfelan, Machynlleth	2	0	0
Holland F. W., 41, Piccadilly	0	10	0
Horner J. R., 60, King Street	0	5	0
Holdsworth John, Silk Mill, Eccles	2	0	0
Hoyland W. F., Bank Street	0	10	0
Husband Richard, Parsonage	1	1	0
Hayes Thomas, Palatine Buildings.....	0	10	0
Heald, Wilson, & Co., 35, George Street	3	3	0
Hoyland William Wheeler, Exchange Chambers	0	10	0
Hockmeyer & Averdick, 6, Dickinson Street	1	1	0
Heywood Robert, The Pike, near Bolton	5	0	0
Ingham Samuel, 16, Chorlton Street	0	10	6
Ireland Alexander, Pall Mall	1	1	0
Joynson John, 17, Hardman Street	0	10	0
Jackson Robert, Knoll Terrace, Higher Broughton	2	2	0
Jackson Theophilus, Albion Buildings, Tibb Street	2	2	0
Johnson Richard, Oak Bank, Fallowfield	1	1	0
Johnson Thomas, 39, Hanging Ditch	5	0	0
Johnson William, 1, George Street	0	5	0
Johnson W. H., Clarence Chambers	0	5	0
Jessop Sidney, 55, Dale Street	1	0	0
Keighley W. J., 15, Dickinson Street.....	1	1	0
Kilvert N., 234, Deansgate	0	10	0
King James, 29, George Street	0	10	0
King John (Councillor), Chepstow Street.....	1	1	0
King Samuel, St. Ann's Square	0	10	0
Kirkham John, 71, Port Street	0	10	0
Kitchen Vernon, 24, Oxford Street.....	0	5	0
Kitson Joshua, Oldfield Road.....	0	5	0
Leppoe H. J., Cooper Street	20	0	0
Lang Benjamin, Ordsal Gardens	0	10	6
Langworthy George, Greengate Mills	5	0	0

	£	s.	d.
Lawson John, Windmill Street	0	10	0
Lees Abraham, 102, Market Street.....	0	5	0
Leigh John (Councillor), Timperley	1	0	0
Lougden Robert, 60, King Street	0	5	0
Lowes F. V., 35, Church Street	1	1	0
Lyon Mrs., 3, Gore Street, Greenheys	5	0	0
Lloyd N., 46, George Street.....	3	0	0
Mendel Samuel, Portland Street.....	3	3	0
Mather Colin, Salford Iron Works, Garden Lane	1	0	0
Mitchell Alexander, 50, Fountain Street	0	10	6
Micholls Horatio, 7, Nicholas Street	1	1	0
Mackie Ivie (Mayor), Exchange Arcade.....	10	0	0
„ „ second subscription.....	10	0	0
Meyer Adolph, 2, Lloyd Street	5	0	0
Mann Henry, 38, York Street.....	1	1	0
Measham Gilbert, 285, Ancoats Street	0	2	6
Merriek Josiah, 20, Spring Gardens	1	1	0
Micholls Henry, 7, Nicholas Street	1	0	0
Mills John, 518, Rochdale Road	0	5	0
Milnes George, 50, Cross Street	1	0	0
Modera, Schwann, & Co., 15, Minshull Street	3	0	0
Nathan N., P., & H., Dickinson Street	1	1	0
Nield — (Alderman)	2	2	0
Nelson J. E., 1, Lever Street	0	10	0
Ogden Henry, Lower King Street	0	10	0
Ogden Samuel, 20, Rook Street	1	1	0
Parkyn John, 13, New Brown Street.....	0	10	0
Potter Edmund, F.R.S., 10, Charlotte Street	10	0	0
„ „ second subscription	10	0	0
Potter, T. B., 1, George Street	10	0	0
Payne James, 19A, Spring Gardens	0	5	0
Peiser John, 3, St. Peter's Square	1	1	0
Pender John, Mount Street.....	1	1	0
Pennington Frederick, 39, Corporation Street.....	2	2	0
Philips Mark, Snittersfield, Warwickshire	20	0	0
Phillips R. N., The Park, Prestwich	10	0	0
Phythian Joseph, 3 and 5, Charter Street.....	0	10	0
Porter William, 81, Long Millgate.....	0	5	0
Phillips R. A., 30, Cooper Street	0	10	0
Powell W. F., 35, Church Street	1	1	0
Preen Joseph, 97, London Road.....	0	5	0
Robinson S. P., Newall's Buildings	1	1	0
Routh O. F., Willow, Hawes, Yorkshire	2	2	0
Robinson George, 18, St. Ann's Square	3	3	0
Rostron Edward, 7, Friday Street	0	10	0

	£	s.	d.
Rudkin Thomas, 168, Deansgate.....	0	5	0
Strauss Henry & Brothers, Lloyd Street	3	3	0
„ „ „ second subscription	3	3	0
Samson Henry, Cooper Street.....	5	0	0
Syddall Benjamin, York Street	5	0	0
„ „ second subscription.....	5	0	0
Steiner F., 47, Fountain Street	10	0	0
Stewart Robert, Ardwick House.....	10	0	0
Shipman R. M., 29, Booth Street	10	0	0
Satterthwaite Thomas, Bolton-le-Moors.....	1	0	0
Sale William, 29, Booth Street	1	1	0
Salter Joseph, 2, Elizabeth Street	1	0	0
Satterthwaite Thomas, Bolton-le-Moors, second subscription	1	0	0
Satterthwaite William, Piccadilly	0	10	0
Saul C. J., 26, Booth Street.....	5	0	0
Searr, Petty, & Coulbourn, St. Ann's Square	1	1	0
Shatwell G. B., Back Alley, Turner Street	0	2	6
Shatwell William, Back Alley, Turner Street	0	2	6
Shawcross Edward, 130, Cross Street.....	1	0	0
Shuttleworth John, jun., 10, Mosley Street	0	10	6
Simms Charles & Co., 50, Pall Mall	0	10	0
Simpson James, J.P., Foxhill Bank	10	0	0
Smith Robert, 85, Hyde Road.....	0	5	0
Spencer W. H., 5, Spring Gardens.....	0	5	0
Steinthal H. M., Peter Street	5	0	0
Sutton James, Zara Street	0	5	0
Swallow John, 13, Watling Street	0	5	0
Swallow Jonathan, 5, Phoenix Street	1	0	0
Syddall James, York Street.....	1	0	0
Stell W. S., Bank of Manchester.....	10	0	0
Swarbrick S., Derby	1	1	0
Taylor G. T., 62, George Street	0	10	0
Taylor Edward, Gore Street, Salford.....	0	2	6
Taylor Francis, 1, George Street.....	1	1	0
Taylor Richard, Bank Street, St. Ann's Street	0	10	6
Taylor, Garnett, & Co., Warren Street	2	2	0
Thomson Peter, Brown Street.....	0	2	6
Toplis Thomas, 55, Cross Street.....	0	10	0
Trimble —, Liverpool	1	0	0
Vernon Richard, College Land	0	5	0
Woodcock William	2	0	0
Winterbottom Archibald, Mosely Street.....	20	0	0
Walker Jonathan, 22, St. Mary's Gate	0	5	0
Watts Dr. John, 90, King Street.....	0	10	0
Whittaker William, 10, Victoria Street	0	2	6

	£	s.	d.
Whitworth Joseph, Chorlton Street	10	0	0
Wilding William, 10, Marble Street	1	0	0
Wilkie William, 92, Cross Street.....	0	5	0
Wilkinson T. R., 10, Mosley Street	0	10	6
Wadsworth George, 96, Cross Street	0	5	0
Wilson James, 10, Charlotte Street.....	0	10	0
Wood Joseph, Byron's Court	0	2	6
Woolley Councillor, Executors of	1	0	0
Wrigley Thomas, 32, Princess Street	5	0	0
Ydlibi Abdoullah, 36, Brazenmose Street	0	2	0
Young Robert, 45, Oldham Street	1	1	0
Zigomala J. C., 40, Minshull Street	2	0	0
	<hr/> £479 10 6 <hr/>		

DONATIONS.

Crook John, 31, Dale Street	1	1	0
Ellis William, London.....	50	0	0
Friend A, per W. Chorlton, Reuss, Kling, & Co.....	0	2	6
Friend A, Loughborough, per Mr. Templar	0	5	6
Golland Walker, Cavendish Street	1	0	0
Lemnitz Edward James, 25, Mount Street	1	1	0
Merton E. M., Linefield, Singleton Brook	1	1	0
Nathan & Sington, St. Peter's Square.....	0	10	0
Openshaw, Unna, & Co., 12, Oxford Street	1	0	0
Owen Joseph, Hanging Ditch.....	1	0	0
Philips Herbert, 35, Church Street	1	0	0
Schunck Martin, The Abbey, Greenheys	50	0	0
Watkin & Son, 9, Nicholas Street	1	0	0
Wood Miss, 3, Gore Street	0	7	6
	<hr/> £109 8 6 <hr/>		